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Adams

Summary of

ADAMS COUNTY REPORT

Committee on Children and Youth

Ruth Rombin
Acting Adult Co-Chairman

Cassie Nutter
Acting Adult Co-Chairman

Sarah Brumback
Acting Youth Co-Chairman

ORGANIZATION

The Adams County Committee functioned without an adult chairman. The direction of the Committee was formulated by a Steering Committee.

PARTICIPATION

(24) meetings, (566) people in attendance, (136) committee members

DESCRIPTION

An important characteristic of the Adams County Committee on Children and Youth was a lack of active support from adults and parents wanting to enter into dialogue with youth. This was predicted by some adults who had

been working with community groups in the County for years, and lamented by youth who so suggested that inactive adults was part of the community's problem. Many unsuccessful attempts were made to get key community people, (or suggestions from them of people), to head the committee. Finally, adults were suspicious of anyone coming from outside the community to talk about the community's problems.

The youth involved with the Committee on Children and Youth were not "ordinary" students. They were student and youth leaders, good students, mostly college oriented - many coming from prosperous Gettysburg families or Gettysburg College faculty. The description and suggestions that follow were derived from notes and minutes of all of the meetings.

PROBLEM AREAS

Education

Students lack a real and meaningful voice and representation in school policy. They say there is inadequate curriculum and facilities to meet the individual needs of all students. Insufficient use of school buildings in the community was cited. The schools lack enough of newly qualified and newly educated teachers with up-dated and innovative educational techniques. There exists a lack of depth and educational experiences for all students. (Many of the students on the County Committee attended a European trip sponsored by the Gettysburg Borough High School and recognized that the High School might be more advanced with this approach than other schools.) College students talked of the absence of black study and curriculum relevant to black

and other minority groups. There is lack of communication between school boards and students, and lack of educational changes on the part of school boards.

Home

Most students complained of inactive parents and apathetic peers. Lower socio-economic individuals seem to get insufficient guidance. There is a shortage of trained social workers. Parents seem disinterested in some of the problems of youth. Poverty exists in the borough and rural areas. There is segregated housing for blacks and no integrated social activities. Racial discrimination is practiced by employers and exists in the community at large.

Youth Values

Youth wish to adopt their own values rather than those imposed by adults. Adults are intolerant of youth styles. Youth have no voice in local government.

RECOMMENDATIONS

Education

1. That decision-making committee be organized in each school to include administration, teachers, and students, for the purpose of giving students and teachers a more active voice in school policy.
2. That school curriculum include more trips and outside speakers for all students to broaden their educational experience.

3. That Negro history be initiated immediately into existing courses or provided as separate electives.
4. That teachers' salaries be increased.
5. That black teachers be hired in all school systems.
6. That present teacher tenure be abolished, replaced by periodic examinations of all teachers and merit increases for outstanding teachers.
7. That student/faculty committee be set up to act as advisory committee to school boards.
8. That students be allowed to evaluate teachers after a complete course.
9. That more flexibility be allowed in course selection and that schools allow examination of courses by special examination.
10. That students be permitted to make suggestions that would be considered for curriculum.
11. That school newspapers be the official organ of students, with a separate paper for administration releases.
12. That students have more responsibility to govern themselves.
13. That student government should have a meeting for an active say in governing students.
14. That dialogue be established between students, faculty, administration, and parents.
15. That the local papers include news for and about youth.

Home

1. That parent and children discuss problems with complete honesty with the hope of gaining understanding.

2. That youth be given more active responsibility in the affairs of the family.
3. That there be trained social workers.
4. That additional guidance counselors be added to the high schools.
5. That existing programs be increased to aid the poor.
6. That education of the young and old extend to the home.
7. That open housing legislation be initiated and implemented.
8. That the borough of Gettysburg construct a swimming pool and recreation center for youth.

Youth Values

1. That black and white must work together to over-come differences.
2. That dialogue sessions continue in the future.

NEWS FROM GETTYSBURG COLLEGE
Gettysburg, Pennsylvania 17325
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Grievance Sessions Highlite
G'burg's Student Unrest

A night long grievance session protesting the administration's modification of a co-ed proposal for more lenient women's hours climaxed a weekend of student unrest on the Gettysburg College campus.

At the invitation of President C. Arnold Hanson, about 400 students met with a few members of the board of trustees in what resulted in grievance discussions, at a late morning break in the board's regular meeting Saturday.

Before the discussions started, Gwynne L. Joslyn, a junior, president of the Women's Student Government (WSG), announced the revised women's dormitory hours which had just been before the board.

The new women's hours, proposed by the administration, approves "self limited" hours for senior women. It also grants junior women 3 a.m. curfews on Friday and Saturday. Sophomore and freshmen women were given 2 a.m. curfews on Saturday and 1 a.m. on Friday. Up to Thanksgiving, freshmen women must observe midnight curfews on Friday and Sunday and 1 a.m. on Saturday.

Women's hours, prior to the adoption of this policy, permitted freshman women a 1 a.m. on Saturdays, and midnights on Friday and Sunday. Sophomore and junior women had to observe a 1 a.m. on Friday and 2 a.m. on Saturday. Senior women had to observe a 3 a.m., with parental consent, every night.

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Weeknight hours remained unchanged for the underclasswomen. Freshmen coeds are required to be in by 10:30 p.m. Monday through Thursday. Sophomores and juniors have midnights Monday through Thursday, and Sunday.

The proposal also reads that "if self limited hours for senior women proves successful, consideration will be given next year to the extension of this arrangement."

Following proper channels, WSG presented to Dr. Hanson a proposal to change women's hours. Dr. Hanson received and reviewed the proposal on Friday and then presented it to trustees as a matter of information Saturday.

What aroused the students was Hanson's modification of the WSG proposal to conform to an earlier proposal submitted by the women's group in November.

The latest WSG proposal requested "self-limited" hours for sophomore, junior and senior women.

To protest this new schedule, the students Saturday morning urged all women to stay away from their dormitories Saturday night beyond their curfews.

About 300 men and women regrouped in the Student Union Building at 10:30 p.m. Saturday to promote the "stay out". Among the administrators attending that meeting was Dr. Frank B. Williams, Dean of Students, who granted the students permission to stay in the SUB "as long as they felt it necessary to air their grievances."

The students broke up into smaller groups to discuss student affairs and concerns, and regrouped at 2 a.m. Sunday.

The 2 a.m. general session held the attention of about a sixth of the student body, which numbers about 1,850.

General discussion ended at 3 a.m. with leaders urging students, and especially women, to remain in the SUB for the rest of the night as a show of strength and support of their protest.

Sleeping bags were unrolled and blankets were spread out on the hard floor. Some students sought the comfort of the SUB lounge furniture for their night's sleep. At about 5:30 a.m., Student Union Director Frederic Froelicher counted about 75 peacefully sleeping students.

The students met twice Sunday to draft proposals to better student and college affairs.

At the Sunday night meeting, they distributed a printed list of proposals to be discussed dealing with:

-- Reevaluation of the college charter.

-- Reconstruction of the Board of Trustees on a tripartite basis.

-- Reorganization of the Student Senate.

-- An evaluation of the faculty, their salaries, and the call for Black professors.

-- Reevaluation of the curriculum proposing a liberal arts major, Black student program and the absolution of ROTC for credit or the equal crediting of a peace research program.

-- Recruitment of students.

-- College finances.

-- Residential life.

-- College property.

The final proposal on the printed sheet recommends a student-organized, compulsory convocation for Friday, April 11 at 10:50 a.m. to firm-up plans for a two-day moratorium. The moratorium on classes, tentatively set by the students April 15-16 is to include seminars and discussions among trustees, administrators, faculty, and students.

The tone of this weekend's student efforts is best summarized by the remarks of a sophomore, James Henderson, who said in addressing 400 students Sunday night: "We're not aiming at individuals like President Hanson, but we're aiming at a system.

"We're going to try to get everybody doing something together for the first time in the college's history.

"We're going to try the channels even more than they've been tried before.

"We're going to ask for it first. Demand it. Then we're going to get it.

"We're not tearing down, we're building. If we have to tear down to build, we'll do it.

"We're going to do something that's actually worthwhile.

"We'll give the administration every chance to act without a direct confrontation.

"You're paying for your education. You should be able to get what you want."

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Moratorium Set For
G'burg April 15-16

A two-day break from classes permitting campus-wide participation in a "moratorium" to discuss problems and opportunities at Gettysburg College has been set for April 15-16.

At its meeting Wednesday, the Executive Committee of the college faculty, decided that classes would not meet on April 15-16 "in order to permit campus-wide participation in the moratorium discussions."

Dr. C. Arnold Hanson, college president, said, in a statement circulated around the campus Thursday, "I support the idea of a gathering of all parts of the college for serious discussion of our problems and opportunities. Thus the proposal for a Moratorium has my support under the assumption that its formulation includes all parts of the college and permits serious exploration and follow-up of matters of concern and interest."

The idea of a moratorium is a follow-up to student unrest reported last weekend on the campus. The unrest was sparked by about 400 men and women students who protested the administration's modification of a co-ed proposal for more lenient women's hours.

During an all-night session in the Student Union Building Saturday, students came up with other topics of general concern to the campus community. One of their recommendations was to hold a "two-day moratorium

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on classes. Students suggested the moratorium program might include seminars and discussions among trustees, administrators, faculty and students.

Robert W. Hallett, a senior from Boston, Mass., listed 10 items that might be discussed at the moratorium: Residential life; philosophy of education; goals of the college; curriculum; recruitment of faculty and students; planning and development; alumni and public relations; finances; power structure; and student life in general.

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Gettysburg, Pennsylvania 17325
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For release: Friday, March 28, 1969

CAMPUS COMMUNITY CONCERNS
News Bulletin

NEWS STAFF: James B. Hyman, Senior/Paul F. O'Conor, Senior
James A. Kalbaugh, Public Information Officer

To keep the campus community up to date on news of the "Concerns" program, as it breaks, the Campus Community Concerns news staff will publish bulletins as warranted. News items should be directed to one of the staff members listed above or left at the Public Relations Office in the basement of Eddie Plank Gym.

News to date:

MARCH 15 -- About 400 students met with a few members of the college's board of trustees, President C. A. Hanson, and other administrators, to discuss the revised women's dormitory hours which had just been announced. Some of the students in attendance objected strongly to the administration's modification of the WSG proposal to conform to an earlier proposal submitted by the women's group in November.

The latest WSG proposal requested "self-limited" hours for sophomore, junior, and senior women. The revised hours approved by the administration gave senior women "self-limited" hours; 3 a.m. Friday and Saturday curfews for juniors; and 2 a.m. Saturday curfews and 1 a.m. curfew on Friday for sophomore and freshman women.

To protest this new schedule, the students on the morning of March 15 urged all women to stay away from their dormitories that night beyond their curfews. About 300 men and women regrouped in the SUB at 10:30 p.m. that Saturday to promote the "stay out".

They were given permission to stay in the SUB "as long as they felt it necessary to air their grievances".

They broke up into smaller groups to discuss student affairs and concerns, and regrouped at 2 a.m. Sunday in the SUB. The 2 a.m. general session held the attention of about 300 students. General discussion ended at 3 a.m. with leaders urging students, and especially women, to remain in the SUB for the rest of the night as a show of strength and support of their protest. At about 5:30 a.m. Sunday, Fred Froelicher, SUB director, counted about 75 peacefully sleeping students.

(OVER)

MARCH 16 -- The students met twice later that Sunday to draft proposals aimed at bettering student and college affairs. At a closed meeting that night, they distributed a printed list of proposals dealing with: reevaluation of the college charter; reconstruction of the board of trustees on a tripartite basis; reorganization of the Student Senate; an evaluation of the faculty, their salaries, and the call for black professors; reevaluation of the curriculum proposing a liberal arts major; black studies program, and the "absolution" of ROTC for credit or equal crediting of a peace research program; recruitment of students; college finances; residential life; college property; and a call for a "student-organized, compulsory convocation April 11 to firm-up plans for a two-day moratorium".

MARCH 17 -- The Student Senate passed a motion recognizing the need for a "moratorium". The Senate also passed an amended motion endorsing the idea of a "moratorium" and further stating that at the next Senate meeting, it will entertain any petition on the part of any group of students as the format of this "moratorium". A third motion was tabled until the next meeting. That motion asked the Senate to endorse a student strike if permission to hold a "moratorium" is refused by the administration.

MARCH 19 -- The faculty's Executive Committee met and agreed that classes would not meet on Tuesday and Wednesday, April 15-16, "in order to permit campus-wide participation in the 'moratorium' discussions."

A document titled, "The Issues and the Objectives" was released. It contained four statements by students and one by Dr. Hanson. Dr. Hanson said, he supported "the idea of a gathering of all parts of the College for serious discussion of our problems and opportunites. Thus the proposal for a 'moratorium' has my support under the assumption that its formulation includes all parts of the college and permits serious exploration and follow-up of matters of concern and interest."

Robert Hallett, in his statement, listed 10 student concerns: residential life; philosophy of education; goals of the college; curriculum; recruitment of faculty and students; planning and development; alumni and public relations; finances; power structure; and student life in general.

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Moratorium Ends

The two-day moratorium at Gettysburg College ended Wednesday night with students, faculty, administrators, and trustees agreeing the 137 year old institution will never be the same.

President C. Arnold Hanson in a brief comment on the moratorium said, "The events of the last two days have convinced me that never again will this institution be what it was two days ago. And, for this I'm glad."

Dr. Hanson assured the more than 1,400 persons who attended the final meeting, he would call a board of trustees meeting as soon as possible to act on two big proposals coming out of the two days discussions. He received a standing ovation at the end of his talk.

The two most discussed topics that emerged as the primary proposals Wednesday night, if eventually adopted, would give students greater roles in determining the future policies of the college.

The first proposal requests the administration to establish a committee to investigate the possibility of giving students and faculty five seats each on the current board of trustees.

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A second proposal asks the board of trustees to establish a forum composed of six administrators, six faculty members, six students, and chaired by the college president. This forum is to have the ultimate word on student life policies.

The whole two-day program was characterized by one student as "very orderly, and productive, and even unique when you look at what's happening at Harvard and places like that."

One reason the moratorium was "orderly" says Paul F. O'Conor, a senior from Belmont, Mass., was that it was organized by moderates like himself.

"The militants made a verbal agreement with us to try it this way," said O'Conor, adding, "if this doesn't work, then they'll do it their way."

"That's the thing that has to be realized by the board of trustees. If some of these things like the forum aren't realized soon, there's going to be trouble on the Gettysburg College campus. It'll be out of our hands. Out of the hands of the people who don't want trouble - like me," O'Conor said.

Donald C. Healy of Oakland, N.J., president of the Student Senate - the highest student legislative body at the college - seemed pleased with the moratorium effort.

Healy said many of the students who participated in the two-day program have a clearer idea of the power structure at Gettysburg College.

"We also found out that we have trustee support for some of our ideas. One trustee told us in our group the reason we never had some of the things we've proposed is that we never asked before," Healy added.

Healy also said, "the success or failure of the moratorium will be determined after the moratorium and it will rest with the Student Senate."

One administrator was encouraged by the moratorium, saying, "it was frank, candid, and helpful discussion in which the students demonstrated they had done their homework well, and, were prepared to discuss basic issues about the present and future of the college."

Other proposals coming out of the moratorium will be printed and circulated in a few days. They deal with: college finances; granting "self-regulating" hours to all but freshmen women; greater student participation in the financial development program of the college; recruitment of students from more varied backgrounds; and evaluation of the faculty and curriculum.

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CAMPUS EDITION

Two Moratorium Issues
Approved By Trustees

Two proposals growing out of the two-day moratorium at Gettysburg College were approved by the college's board of trustees at a special, six and a half hour meeting Saturday.

The first proposal approved: "the delegation by the President of the authority vested in him under the charter for the determination of the regulations governing student residential life to the 'Student Affairs Forum,' it being understood that the faculty has acted to delegate its authority in this area to the 'Student Affairs Forum' and, that the Board of Trustees reserves the right to revoke its approval of this delegation and reserves the right to review, i.e. approve or rescind, actions of the 'Student Affairs Forum:' Any action by the Forum involving income or expenditures of the College will be subject to the approval of the Board of Trustees. It is further understood that the President of the College will exercise the responsibility of initiating as necessary the review by the Board of Trustees of actions of the 'Student Affairs Forum.' (It is recognized that some other designation such as 'Residential Life Commission' may be used rather than 'Student Affairs Forum')."

This board action means that the Forum, a student-faculty-administrative-body, will make decisions in the area of student residential life, unless the issue involved is such as to call for trustee consideration.

Previously, the Forum which had operated as a faculty committee had only a recommending function subject to the approval of the faculty, the president, and the board of trustees.

In other action, the board gave "in-principle" approval to trustee participation on college committees where trustee membership would be appropriate.

Specifically, this action will mean that trustees will be included on two college-wide committees. They are:

The Study and Referral Committee - a group discussing matters that came out of the moratorium; and,

The Long Range Planning and Development Committee - designed to chart the course of the college in the coming years.

Both of these committees are to include students, faculty, administration members and now trustees.

During its meeting the board engaged in extended discussion of other matters growing out of the moratorium, including the college alcohol policy, and, scheduled further study of these matters for its June meeting.

The board also heard presentations by Student Senate President Donald C. Healy, and Dr. Wade F. Hook, chairman of the faculty's Student Affairs Committee.

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6/26/69
LIZ LOTT
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Weekend's Schedule

Friday - Debate on Interracial Dating (Panel)

Con - Bob Hellman - Interracial Dating (?) - Job Opp

Linda Gutshall - Loss of Peers, Parents, and Friends Respect

Debbie Reinhart - What Society ( ) - Where to Live

Kent Strock - Prejudices - Problems of Mixed Families

Pro - Phil King - Personalities and Companionship

Barb Newcomer - Love Knows No Boundaries

Ann Graves - Miscegenation

Betty Lott - Mind Your Own Business

Saturday - Sex & Dating - Rev. Sowers, York County

Alcohol - Charles Holland (didn't come)

Narcotics - a State Police

Sunday - Sunrise Service - Pastor Foltz (Brotherly Love)

This is just an outline of the important topics that were discussed at Retreat. Other things that were done were of entertainment sources!

I don't know what all you want brought into this report but it won't be a lengthy, real involved report!

If there is any thing else you want to know about the Retreat just let me know or if you want me to improve on the

report.

"Report On 4-H Junior Leader Retreat"

In the Interracial Dating Debate the first thing said was on prejudices with mixed families. It was stated that people have many problems when there is interracial dating or marriage because usually the parents of the two involved don't agree with the relationship. Other people in the society will talk and hurt the the parents and family's reputation. There is a difference between races and nationalities.

Then personalities and companionships were talked on. When a girl or boy looks for a person to spend the rest of the life with or even to date they look for certain things for example if they are compadable, a great personality and good morals. It doesn't matter what color a person if you can fit with each and you want to their should be no stop in such a relationship.

What Society - Where to live was discussed. Really no society will except you because you have married a negro and or you have married a white. It was also stated that white people don't live in the slums and that. I would be difficult for you to find a nice home out of the slums. Think of the children, they won't be excepted by either society and they will have a horrible life. Also in society you won't be able to belong to social activities in the community. You would have to live in "your house". Shopping has its problems too. Some stores don't allow negroes or intermarried couples to shop in their

store, where will you go to shop - for anything.

Love Has No Boundaries - A persons love for someo should not be held against them because he is black. Love is one thing that can not be stop and controlled. You look for love in a relationship, not first, is he black or is he whi if he's black I can't love him - this should not matter. Lov should be the main factor between a man and women no matter what he or she is! There is a statement that Clarif this topic very nicely: Love Conquers All. No matter if you belief it or not it is very possible and true. Love should o will conquer all, it won't matter if one is black or the other white - Love comes first.

Loss of Peers, Parents and Friends Respect: When yo go out with a negro, say you go to a dance you walk in with yo negro date and your "friends" stare and snicker at you. Soon your friends start not to hang around with you any more they don't wont to be your "friend" any more 'cause you date a negro. You become irritable at home with your parent and your parents might kick you out of the house or ground you or punish you some way. Everyone in town beg to talk and your reputation goes down. Your standards hav lowered 'cause you date a negro. You end up with no friend and no home.

Miscegenation - Some authorities say that some

day this interracial dating/marriage will result to a one race country. Another thing is that this is a thing that is no one's business but the couple. People that do inter-marry will be in with the help of the "one race" country.

Job Opportunities - You go out for a job and you were pretty sure of the job until the boss saw you walk down the street with a negro, there went your job and probably many more job opportunities. You-private life shouldn't probably be brought into the job line but it is and they do it. You might be a very person for a certain job but your married to a negro so there goes the job. Your of lower standards and you probably can't be relied on just because you married a negro or white. You will be down in jobs for your entire life, how will you make it with no money to go on. Negroes get diseases that whites don't vis versa and this will enter

Mind Your Own Business - People today seem to be more concerned with everyone elses business but their own. The world would be in a better state if the world would start minding there own business. People shouldn't care white-who the others dat or marry because it has nothing to do with them. Interracial dating only concerns the two people involved and only them. If they know the sacrifices and hardships involved then there is nothing wrong with their relationship. This is true that you will have problems in getting

jobs, where to live, being excepted in society, losing your "friends" respect and family love. but I believe if you reali all these factors and still interracial date then go ahead it is your business. Do your thing and don't let foolish or ignorant people step in your way!

There was an agreement on how the kids will be some say that you will have one black then maybe one whit others said that they will always, with few exceptions, carry th black gene - we never came to an agreement.

Rev. Sowers talked to us on mostly sex & dating The question he started out answering was how far is too far? He said that how far is up to the girl and boy. It was said that if a boy and a girl love each other they will wait till they get married to "go all the way". If you were asked to "go all the way" what would you say? That was a question thrown at us in which no one answered. A girl is a tease. She can controll herself easier than a boy, so she snuggles up to him and it starts; they start necking, petting and then it gets hard to push a strong boy away and after a while you are sorry you teased him! But if a girl say "no" then if the boy really loved her and respected her he would stop and no problems would arise. Then there was someone who said if they love each other go ahead, there is a statement in the script that was said if they love each

other then premarital sex is alright. Rev. So[illegible] didn't not agree with though.

Narcotics - Narcotics is a very dangerous thing to be involved with. The only thing that done with this was a movie was shown. It portrayed a very mixed up boy with no love from home and a good friend who is a pusher of drugs. This boy runs from life by taking drugs and going on wild trips. But it was stated once a drug addict it is very hard to stay away from it. Samples of drugs were shown - LSD, heroine and marajuana.

Pastor Folts spoke to us on Brotherly love. He stated that God said we should love our brothers. God said we should love our enemies. If we love them then why not have love for your black brother. There is no difference between them from us and we are to love our brothers no matter if they are black or white or yellow or what color. Brotherly love is lacking in the world. If there was more brotherly love there wouldn't be so much trouble in the cities and in the world.

REPORT TO THE GOVERNOR OF PENNSYLVANIA ON CHILDREN AND YOUTH

FROM ADAMS COUNTY

The report from Adams County may be different from the reports from other counties, not only because it is a predominantly rural county, but also because its only large town is Gettysburg, a national shrine. To someone who has lived in Adams County only 15 years, it is fairly obvious that the people in the county are used to letting Gettysburg run things for them. This latter fact is the important difference between Adams County's report and the report from other counties... that is, it actually should be termed a report from Gettysburg, not from Adams County.

We began holding our meetings in Gettysburg because this seemed a logical place to begin. Midway in the course of holding meetings at different places in Gettysburg it was noted we weren't getting the authentic voice of the entire county. At each meeting all who attended were asked to write their names and addresses. All were from Gettysburg, except for my son and me, who live in Fairfield. (After I made some telephone calls I succeeded in getting three friends to attend one meeting; at another meeting the Vocational Counsellor from the Fairfield Joint School attended. These four represent the only adults from any town but Gettysburg who attended.)

On the basis of the above, it was decided to hold the next meeting in Bendersville. No one attended.

Our most successful type meeting was one in which the students and adults broke up into groups for a "buzz session" and discussed topics upon which the Steering Committee had previously agreed were germane. Then they returned to their seats and the spokesman for each group related the general thinking of his group on its chosen subject. At the following meeting the Chairman reviewed the subject matter briefly and each subject was thrown open for discussion from the floor.

I mention this in detail because the students obviously enjoyed being able to express not only their gripes but their frustrations. It is interesting to note that they kept "nit picking" to a minimum.

It was the concensus of opinion among the students that they had legitimate gripes or complaints in the area of education, their biggest one being that there were no channels through which they could go, either to express them or to change them. Such obvious channels as the Student Council were put down quickly as being an extnsion of the "Establishment" and/or its tools. By the time a student recommendation went through those "channels" it came back so watered down as to be unrecognizable.

The students were bitter in this regard. They pointed out that letters were sent to all the principals of all the schools and not a single principal nor his representative attended any of the meetings; only a few teachers. Students felt if the principals and teachers really were interested in educating they would attend at least one of the meetings. Their general opinion was, "This is just exactly what we mean; here's a chance for us to explain the things we think would make our education more meaningful for us, but we can't talk to anybody who is in a position to effect any changes."

The majority of our meetings concerned education. The general feeling was that all other things being equal, a student from the Gettysburg school system was not as well prepared for either college or a job as students from other areas.

Students agreed that Agricultural training was excellent, but they felt students who weren't going to college were not being trained for anything. Those in the low income bracket (black and white), those in the "wrong side of the tracks" social group and those of low to medium intelligence were dumped into a General Course and nothing was done to train them for any specific work. Many felt students in this group were overlooked by teachers who gave extra time, attention and even preference to students planning to go to collete.

I don't think any final analysis was determined in reference to racial discrimination. When this question was brought out at two or three of the meetings, particular personal instances of discrimination were stated, but it was hard to collect enough data on general discrimination either to prove or disprove its existence.

Most of the young people agreed there was a lack of any kind of future for them in Adams County, unless they were interested in a career in Agriculture. They all stated that after their college education they would not return to Adams County because there would be no jobs for them, with the possible exception of teachers, doctors and dentists. If Adams County is to grow, the young people feel it will have to offer them more in the way of prospects for good jobs.

We did not have an opportunity at our last meeting to evaluate fully what had been discussed, nor to formulate plans for possible implementation of suggestions for improvement. The general feeling was one of frustration and hopelessness. "What's the use?" was the most often repeated phrase. The students were in unanimous agreement that changes in education COULD be made if people in responsible positions had shown enough interest to attend the meetings.

At this point I should point out that our newspaper coverage was excellent. A reporter was present at a number of the meetings and reported accurately and in detail in the Gettysburg Times, which is read county-wide. The newspaper's Editor attended one of the meetings. All news releases I sent in were used on the date specified, and on the front page.

The students did not show an interest in discussing the so-called "Generation Gap" nor any phase of family relationships. I can only conclude from their lack of interest that perhaps they did not feel there was much to discuss, which leads me to believe their family relationships are at least satisfactory to the students.

I regret I am not able to offer any suggestions. At one of the meetings the question was raised as to the powers of the local School Boards. Many felt the School Boards prevented principals and teachers from acting as they wished. No one was present who was in a position to refute or confirm the allegation. Perhaps some investigation could be made into the role the School Board should play, as well as to the role it assumes. After investigation it might be helpful if the proper role were spelled out clearly and publicly.

Ruth E. Rombin
(Mrs. William Rombin)
Fairfield, Pa. 17320

RECEIVED IN
Council for Human Services
AUG 1 3 1969
REF. TO

REPORT TO THE GOVERNOR OF PENNSYLVANIA ON CHILDREN AND YOUTH

FROM ADAMS COUNTY

The report from Adams County may be different from the reports from other counties, not only because it is a predominantly rural county, but also because its only large town is Gettysburg, a national shrine. To someone who has lived in Adams County only 15 years, it is fairly obvious that the people in the county are used to letting Gettysburg run things for them. This latter fact is the important difference between Adams County's report and the report from other counties... that is, it actually should be termed a report from Gettysburg, not from Adams County.

We began holding our meetings in Gettysburg because this seemed a logical place to begin. Midway in the course of holding meetings at different places in Gettysburg it was noted we weren't getting the authentic voice of the entire county. At each meeting all who attended were asked to write their names and addresses. All were from Gettysburg, except for my son and me, who live in Fairfield. (After I made some telephone calls I succeeded in getting three friends to attend one meeting; at another meeting the Vocational Counsellor from the Fairfield Joint School attended. These four represent the only adults from any town but Gettysburg who attended.)

On the basis of the above, it was decided to hold the next meeting in Bendersville. No one attended.

Our most successful type meeting was one in which the students and adults broke up into groups for a "buzz session" and discussed topics upon which the Steering Committee had previously agreed were germane. Then they returned to their seats and the spokesman for each group related the general thinking of his group on its chosen subject. At the following meeting the Chairman reviewed the subject matter briefly and each subject was thrown open for discussion from the floor.

I mention this in detail because the students obviously enjoyed being able to express not only their gripes but their frustrations. It is interesting to note that they kept "nit picking" to a minimum.

It was the concensus of opinion among the students that they had legitimate gripes or complaints in the area of education, their biggest one being that there were no channels through which they could go, either to express them or to change them. Such obvious channels as the Student Council were put down quickly as being an extnsion of the "Establishment" and/or its tools. By the time a student recommendation went through those "channels" it came back so watered down as to be unrecognizable.

The students were bitter in this regard. They pointed out that letters were sent to all the principals of all the schools and not a single principal nor his representative attended any of the meetings; only a few teachers. Students felt if the principals and teachers really were interested in educating they would attend at least one of the meetings. Their general opinion was, "This is just exactly what we mean; here's a chance for us to explain the things we think would make our education more meaningful for us, but we can't talk to anybody who is in a position to effect any changes."

The majority of our meetings concerned education. The general feeling was that all other things being equal, a student from the Gettysburg school system was not as well prepared for either college or a job as students from other areas.

Students agreed that Agricultural training was excellent, but they felt students who weren't going to college were not being trained for anything. Those in the low income bracket (black and white), those in the "wrong side of the tracks" social group and those of low to medium intelligence were dumped into a General Course and nothing was done to train them for any specific work. Many felt students in this group were overlooked by teachers who gave extra time, attention and even preference to students planning to go to collete.

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Ruth E. Rombin
(Mrs. William Rombin)
Fairfield, Pa. 17320

PY C536/92.2
R425c
Allegheny

from:
Richard T. Hentley
Chairman

SUMMARY OF PROPOSALS
of the
ALLEGHENY COUNTY COMMITTEE
for the

1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

To present this summary of the recommendations of the youth of Allegheny County without any comment or analysis would, in my opinion, constitute an abdication of the responsibilities of the Chairman. For example, the sweeping changes proposed for our educational system should not be viewed solely as an attempt to redefine the role to be assigned to formal education in transmitting cultural values and skills from one generation to the next. Rather, from a review of all the recommendations, it appears that youth is actually redefining the function of the family unit or at least recognizing a de facto change which has already occurred and then proceeding to reassign certain of these responsibilities to the community, government and the educational system. The disturbing aspect of this undertaking is the apparent failure to realize that this is taking taking place.

This phenomenon did not spring fresh from the recommendations of the youth of Allegheny County. On the contrary, the report is a reflection of what I believe is an unrecognized trend in our society. Therefore, I propose that a recognition of this trend, a definition of its perimeters and a value judgment of its consequences should be the first order of business for the 1970 White House Conference. If the role of the family unit has changed or should be changed, the course to be pursued becomes more clear. If the family unit is to be retained and restored, then different goals should be established to enable society as a whole to assist these units.

With a few notable exceptions, the recommendations presented by the youth could have been anticipated. However, I do not feel that it is sufficient to say merely that we have been told what we expected to hear. An analysis of the presentation of these recommendations should give insights apart from the recommendations themselves. First, the order of priority, which can be sensed by a careful reading of the report, is significant. In listing the recommendations, I will attempt to list only those which youth deems to be of the greatest urgency.

Second, the reader is struck by the rather poor quality of that portion of the report written by youth. The awkward sentence structure, internal inconsistencies in thought and downright misstatements of fact which minimal research would have corrected raise questions about the ability of our educational system to prepare our youth for a society which already seems frustrated and, at times, paralyzed by inarticulation.

But, more important, this manner of presentation, -- this impatience that put down on paper these "absolutes" -- raises the question of whether we are reading the product of profound effort or simply the presentation of a litany overheard and now repeated. If the emergence of youth as a dominant factor in our culture means simply [illegible] be manipulated by forces other than their parents or parochial comm[illegible] know it. This concern is heightened by the fact that there is apparent [illegible] the

recommendations not only in Allegheny County but throughout the Commonwealth. One would have expected serious disagreements and dissent. For example, in the universal condemnation of the Vietnam War there should have been first some evaluation of the possible question of the survival of our institutions, necessitating this action. Had this been considered and then rejected as not valid or if disagreement had developed on this question, the conclusions would then have been more interesting.

It is also interesting to note that the hypocrisy of the "establishment," or adults, is the deepest concern of our children. Yet, these children do not seem to think in terms of the vacillation of all mankind being an age old and serious problem and not unique to this particular "establishment" or this particular set of adults. Further, youth does not seem to recognize the possibility that it is infected with the same disease.

Because the use of narcotics and dangerous drugs by youth receives considerable attention in this report, I have appended to this summary a short statement which attempts to define the problem and present some recommendations as to its solution.

RECOMMENDATIONS

I. Education

1. Establishment of student representation on all policy making bodies concerning curriculum, administration and discipline is essential.

2. The caliber of facilities and personnel (both teachers and administrators) must be consistent throughout the entire educational system.

3. Each student must receive sufficient personal attention to enable him to realize his own goals within the confines of his potential. Educational techniques such as the "tracking system," which place emphasis and concern solely on the gifted student must be modified.

4. The emphasis in education should be shifted from the transmission of information to assuming the role of preparing the student both to exist in his society and to provide the motivation to improve it. Courses in the humanities, individual guidance, professional counseling and lectures by community representatives are proposed as examples of the direction which should be taken.

5. The caliber of teaching must be raised by providing greater material incentive to teachers, better training, particularly with regard to motivational techniques, and according higher status to the teacher both by the educational system and the community.

6. The student should be granted more flexibility at the secondary school level both in selecting courses and pursuing individual research and investigation in areas of particular personal interest.

7. Courses in black culture and heritage should be taught in all schools.

8. All school personnel must become more knowledgeable in the field of drug detection and offer more positive programs to enable our youth to escape the dangers of drugs and dangerous narcotics.

9. The facilities of the school must be open at all times to all members of the community; the full utilization of these resources is essential.

YOUTH VALUES

1. The voting age should be lowered to age 19.

2. Youth is unalterably opposed to the Vietnam War and to the present draft system.

3. Hypocrisy in all of our institutions must be eliminated. Materialism must be replaced as man's ideal by social justice and humanistic values. Elected officials, governmental agencies and police officers must, through training and dedication, spearhead this new morality.

4. Recreational facilities for youth should be established.

THE FAMILY

1. A family allowance and minimum subsistence should be provided for all those not achieving an economic level sufficient to enable them to support their families.

2. Special help should be provided for the working parents in order that their children may be cared for during their absence.

3. Home-workers should be provided to teach those parents unable to raise their children proper methods and techniques.

4. Television and mass media should be controlled and restricted in the dissemination of information and entertainment be of social value to the community.

5. Youth feels that the improper values being transmitted by parents to their children represent one of the most serious problems which we face today.

Recieved Harrisburg office of Governor's Council for Human Services 10/1/69 in response to request for report of the Allegheny County Committee on Children and Youth. Forwarded to Pittsburgh Office of Coordinator Region V 10/14/69.

from:
Richard T. [illegible],
Chairman

O P Y

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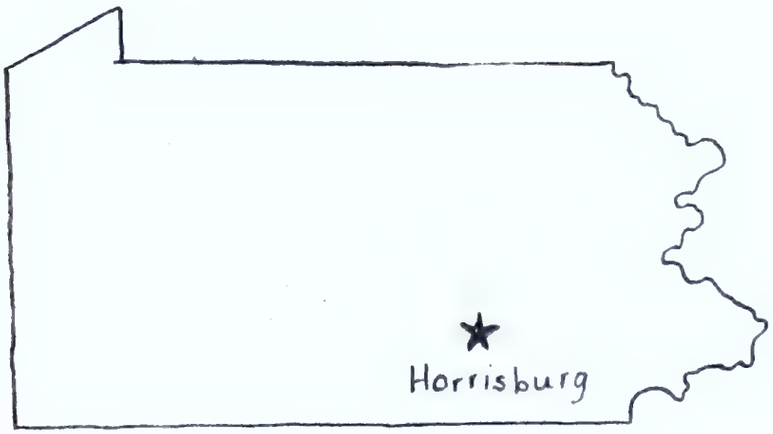
Recieved Harrisburg office of Governor's Council for Human Services 10/1/69 in response to request for report of the Allegheny County Committee on Children and Youth. Forwarded to Pittsburgh Office of Coordinator Region V 10/14/69.

R425c
Armstrong

ARMSTRONG

Committee on Children and Youth



Armstrong County is a part of the 22nd United States Congressional District. 40th State Senatorial District and 60th and 61 State House of Representatives District. Registered Voters number approximately 37,000.

The County was organized in 1800 with the Borough of Kittanning as its County Seat. Total land area of the county encompasses 660 square miles. Since 1776 Armstrong County has been a Colonial Era. Many things should be salavaged and set up as Historical sights for Tourists. This so far has not been developed in Armstrong County.

We have seventeen Boroughs and twenty eight Townships. The approximate population 79,524. Urban dwellers are 23.2% and rural 76.8%. The per centage of residents between the age of 21 and 40 is 25%, between 40 and 65 is 50% and over 65 is 25%. This alone denotes the fact we are in need of many things to hold our young people in this Area. Many things are being planned and in the process of being developed but at the present time employment and training programs in this area are a real problem.

Statistics show that within a 500 mile radious of Armstrong County you will find 16 of the nations top 20 markets and nearly 60 per cent of the population. Within a 300 mile radious you will find the country 's highest concentration of trained workers, transportation facilities, warehousing and terminals and basic raw materials.

Here in Armstrong County you will find everything you could desire for a profitable tomorrow. We hope that the men and women who are responsible for making the growth here a reality will not let the people in Armstrong County down. We hope we are safe in saying that Armstrong County is "Moving to a very good Future" The residents can help but the real Future must depend on experienced men and women and we hope this is what they have in mind.

Armstrong County Report

Education

The students felt they were receiving on the whole a good education that would prepare them for college but there were certain areas that needed improvement.

1. Guidance counsellors

   Many of them are helpful and try to get information for the student if they do not have it but often they are not informed about many of the new schools or new financial aids that is now available for students. Also many have information on many schools but the information is out-of-date and should be changed every year that new material is printed by the school.

2. Open discussion course

   It was suggested that schools should offer a course where there is an open discussion about anything. Not necessarily a course that has homework and tests but preferably a course where students could talk about anything that interests them. The students could air their views and discuss their problems with their peer group with different views and opinions added by the teacher. Other teachers in their free periods might possibly join in the discussions.

3. Bible reading

   The majority of students wanted Bible reading put back in the sdhools.

   Suggestion: Possibly a moment of silence could be put in the schools and the students could read their Bibles or say their own prayers.

4. Vocational and technical schools

   The schools in this area need more technical and/or voca-

tional schools for students who are not planning on going to college. The high schools in this area are geared strictly for academic students.

Besides building complete schools, separate shops could be built on the existing schools. Shops like electrical, automotive, plumbing, and bricklaying shops would be useful for students who would like to go into those skills. Possibly some high school students could apprentice with a professional in the student's field who lived and worked in the community on school time.

5. Financial aid

The main feeling was that we have many different ways of obtaining money to go to school.

Suggestion: Tuitions could be lowered so more students could attend.

6. Teachers

Many of the teachers either do not teach thinking skills, instead they teach useless material, or they teach out-of-date material, which is a crime of the older teachers. Some of the newer teachers know the material but they do not know how to present the information to the students. Many of the teachers do not help to support any school activities and will not put themselves out for the students.

Suggestions: Put the teachers who sponsor extracurricular activities and the teachers who have student teachers, go to conventions, and who go to school for extra classes beyond the number they need on a higher salary level.

Home

All the questions in this area were felt to be unnecessary because they all considered not serious in this area and many we did not discuss.

Community

The main feeling of the community is one of staying the same. Many of the students do not plan on returning to the community because it offers no opportunities for advancement.

1. Drugs

The students felt that there is not a bad drug problem now but that there will probably be one later.

Suggestions: The lower grades should be made and enforced about drug pushers and peddlers.

Also that more law enforcement on present laws are needed.

The lower grades for instance late elementary and early junior high should be informed about the effects of drugs and that they should be studied throughly and not on the surface only.

2. Drinking

Many feel that too many students in the school drink and that nothing in the community has been done to stop or curb drinking by minors. The students feel that lowering the drinking age would not necessarily be helpful.

Suggestions: A law putting stiffer regulations on the distributors could be made to curb the ways that students can get liquor to drink.

3. Police force

The majority feeling is that our police force (local) is not very efficient. There could be many reasons but some of the main ones we believe are that more men are needed, the force needs training about today's problems and on teen-agers, and some think some of the blame lies on the town council.

Suggestions: The police force should have refresher courses on different problems of both large and

small communities, which ever pertains to the policemen who are being taught. These courses should be every three or four years.

Policemen should change to another area every few years for a short period of time. This would keep the policemen from falling into a rut and from being bored with their job.

4. Recreation

The students are always complaining about having nothing to do but if something is started for them, they do not support it. Many of the students suggested that students start their own activities and if they are interested in a large activity building they will have to build it and support it.

Suggestions: Playgrounds should be kept open longer for smaller children. Swings and play articles should not be locked up if possible.

National

1. Voting age

Lowered to 18.

2. Draft laws

The idea of a voluntary army was accepted.

3. Retirement age

Will soon be lowered to 60.

NAME_____

These are some things I thought about as a need in Armstrong County and they are only suggestions. They cover the Home, Education and Recreation aspects of the county. Feel free to add your own suggestions to the list.

Accomplishment of these goals could be by:

Check if you agree

1. Legislative
2. Governmental Action and Appropriation
3. Strengthening present services
4. Creation of New Services

1. Guidance Centers for Children and Parents.
2. Day Care Centers
3. More pre-marriage counseling.
4. Develop more job opportunities for the unemployed and unskilled persons.

5. Should something be done to try and put prayer and Bible reading back into our schools?

6. Develop better means of dealing with behavior problems and more counseling for children who have problems?

7. Is dope and liquor a problem in your school and how do you handle these things?

8. Expand methods of getting financial aid for children who want to go on to school.

9. Revise programs for students who are not going to college. Encourage these students to take up a trade or an on the job training program.

10. Expand an education program on - alcohol, dope, illegitimacy and crime.

11. What improvements could be made with our Police force? Most local police have no training to deal with youth.

12. Child Labor Laws in many cases have not been revised since 1925.

13. What types of recreation are needed in Armstrong County?

14. More Cultural programs, winter and summer sports, etc.

15. Do you think a course could be taught in our schools which would show the difference between religion and variables such as a class or cultural background so that they might have a better understanding on how to respect our neighbors views?

Check if you agree

16. What should the voting age be:

17. What about the draft laws?

18. What about the age for retirement?

I know each of you are busy but the only way changes can be made is to voice your opinion.

COMMITTEE MEMBERS:

County Chairman:
Mrs Raymond Curren
Box 205
R. D. # 4
Kittanning, Pa. 16201 (South Buffalo Township)

Youth Chairman
James Anderson
30 Main Street
Freeport, Pa. 16229

Mrs Isabel Avey
161 Siverian Avenue
Leechburg, Pa. 15656

Mrs Susan Camberg
R. D. # 1
Adrian, Pa. 16210

Mr. Robert Fry
125 Queen Street
Kittanning, Pa. 16201

Mrs Floyd Jones
501 N. McKean Street
Kittanning, Pa. 16201

Mrs George Goodhart
R. D. # 2
Dayton, Pa.

Senator Albert Pechan
903 5th Avenue
Ford City, Pa. 16226

Mr. Clinton Stitt
Armstrong County Courthouse
Kittanning, Pa. 16201

Mr. William Claypool
115 Queen Street
Kittanning, Pa. 16201

Mrs Norman Conway
11 Jackson Street
N. Vandergrift, Pa. 15690

Mr. Barry L. Steim
103 Sunset
Ford City, Pa.

Youth
Miss Cindy Christopher
137 Linden Street
Leechburg, Pa.

Miss Patti Hileman
251 Lincoln Avenue
Leechburg, Pa.

Carol Votaskovie
543 Walnut Street
Vandergrift, Pa.

Miss Patricia Harvey
508 Sherwood Drive
Kittanning, Pa. 16201

Miss Charlene Claypoole
R. D. # 2
Worthington, Pa.

Mr. Charles Glendening
M.R. 10
Kittanning, Pa. 16201

Miss Debra Sweeney
R. D. # 1
Freeport, Pa.

Mr. Ronald Curren
R. D. # 1
Freeport, Pa. 16229

(Leader-Times photo)

PROBLEMS IN COMMON are being discussed by these newly selected students to Armstrong County Governor's Council for Human Services Committee on Children and Youth in an effort to uncover country's more serious community problems which will be presented to the President in 1970. Those present are (L-R): Jim Anderson of Freeport, youth chairman; Patti Hileman of Leechburg, Patricia Harvey of Kittanning, Charlene Claypoole of Worthington, and Bud Clendening of Kittanning.

On Children and Youth . . .

Preparation Begun Here For White House Confab

The Armstrong County Governor's Council for Human Services Committee on Children and Youth held their second meeting of the year Saturday in the Court House Annex.

The Committee, headed by appointee Mrs. Raymond Curren, a South Buffalo Township tax collector, began choosing youths from schools throughout the county to bring the problems of their areas to the attention of the council.

The purpose of the organization is to set up similar committees throughout the United States and after a period of two years, the most serious problems of the areas will be given top priority and presented to the President in 1970.

Youths from Armstrong County selected to enlighten the Committee on problems in their areas are.

Patti Hileman of 251 Lincoln Ave., Leechburg, Cindy Christopher of 137 Lincoln Ave., Leechburg, Bud Clendening of Kittanning RD 7, Sybil Black of Kittanning RD 7, Bruce Decock of 1633 Johnston Ave., Kittanning, Don Shannon of Kittanning, Karen Atwood of 1044 N. Grant Ave., Kittanning, Janice Zamperini of 943 Wilson Ave., Kittanning, Debora Vause of MR 10, Butler Rd., Kittanning, Colleen Lorigan of 714 Ferne Dr., Kittanning, Edward Thompson of Kittanning RD 6, Karen Voick of 496 North Ave., Kittanning, Patty Harvey of 508 Sherwood Drive, Kittanning, Kathy Frailey of Worthington RD 2, Cathy Clever of Kittanning RD 3, Susie Benton of Cowansville RD 1, Suzanne Westwood of 918 Wilson Ave., Kittanning, Ronald Curran of Freeport RD 1, and June Goodhart of Dayton

Adults selected to participate in the meetings are Mrs. Thomas L. Christy, Mrs. Diane Elder Mrs Lawrence Camberg, and Mrs. Isabel Avery.

C536/92, 2
425c
Beaver

BEAVER COUNTY COMMITTEE

REPORT

WHITE HOUSE CONFERENCE OF 1970

ON

CHILDREN AND YOUTH

Published through
the courtesy of
Westinghouse Electric Corporation
Beaver, Pennsylvania

Mrs. O. Howard Heckathorne, Jr.
Adult Co-Chairman
Mr. David Cauley
Youth Co-Chairman
Mrs. Samuel J. Orr
Secretary

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The Beaver County Committee on Children & Youth preparing for the 1970 White House Conference, working as a lay group,

purposes

To open avenues of communication between adults and youths of all socio-economic, racial and ethnic backgrounds;

To evaluate the effectiveness of dialogue for groups with varying mixtures of adults, youth, socio-economic, racial and ethnic backgrounds,

To isolate and identify areas of concern as they come from the youth;

To arouse and inform the general public. the health and welfare agencies and the political structures with authority to effect a change;

To make available to the Governor's Council for Human Services the knowledge youth and adults can provide about their community;

To establish some vehicle to carry on our work when the Conference preparation is over in order that our results might be utilized and brought to a fruitful conclusion.

STEERING COMMITTEE

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White House Conference

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GENERAL STATISTICAL DATA

1500	Total number of persons involved in White House Conference preparation
125	Total number of committee, sub-committee, etc. meetings
60	Dialogues completed [includes unrecorded]
3000	Estimate of total man-hours expended [organizational]
1600	Estimate of total man-hours expended [dialogues]
57%	Youth involved in dialogues
47%	Adults involved in dialogues
39%	Male adults
61%	Female adults
70%	White youths
80%	White adults
30%	Black youths
20%	Black adults
86%	Youth - high school students
10%	Youth - college students
3%	Youth - high school drop-outs
1%	Youth - technical school students
10%	Youth parents - less than high school education
17%	Youth parents - some high school education
40%	Youth parents - high school graduates
13%	Youth parents - some college education
20%	Youth parents - college graduates
17%	Adults - some high school education
33%	Adults - high school graduates
18%	Adults - some college education
32%	Adults - college graduates
53%	Adults - white collar workers
18%	Adults - blue collar workers
29%	Adults - housewives

SECTION I

DESCRIPTION OF BEAVER COUNTY

Beaver County is located in Southwestern Pennsylvania and is an integral part of the Pittsburgh-Metropolitan Area. Its boundaries encompass an area of 441 square miles of rolling countryside well endowed with rivers, wooded areas and although at first glance it may appear to be rural in nature, most of its population is classified as urban in the 1960 census. The County is dissected by two principal stream systems: the Beaver River and the upper Ohio River. The most densely populated areas are located along the river valleys since the rivers provide one of the principal transportation arteries and contain the major industrial compexes.

The surface of Beaver County is generally rolling, varying in height above sea level from 665 to 1,450 feet. The Southern portion of the County is principally characterized by mountainous and hilly terrain, whereas the Northern portion of the County is, for the most part, a level or gently undulating surface. The hilly and mountainous terrain has restricted land use development to the river plains. Residental land use, however, does exist in the various plateau regions scattered throughout the County. There are sizeable portions of undeveloped land existing in some exclusively sloped areas of the County that have urban potential.

Large and productive industrial plants provide the main source of family income. Because of the enormous steel making and fabricating capacities of the County, it ranked fourth in Pennsylvania in value added to product by manufacture and second in the four-county Pittsburgh standard metropolitan area.

The total market value of all property in the County in 1965 was approximately $941,940,912. Assessed valuation for tax purposes was $280,000,000.

The geological character and the abundance of natural resources has had great impact on the progress that has taken place since the original inception of the County. Early residential and agricultural developments were greatly influenced by the availability of arable soils for tilling, and level lands for the construction of homes, factories and commercial establishments. However, the exploitation of mineral reserves and the availability of fertile yet level soil has been declining, and the mineral industries cannot be the source of vastly expanded economic employment growth.

The climate is typical of that which one would find along the fortieth parallel. It is variable with the four seasons, but in most cases, it is not severe. The following are some figures on the climatic conditions of Beaver County:

Annual average temperature	51.8 degrees
Typical yearly temperature range	95 to minus 11 degrees
Annual average precipitation	32.52 inches
Total annual snowfall	25.3 inches

EMPLOYMENT

The largest employer in the County is manufacturing, accounting for approximately 54% of the total employed. Beaver County ranks fourth in Pennsylvania and eighth in the entire United States in manufacturing. Of these persons employed in manufacturing, 66% are involved in primary metal production and fabrication. The following figures show the composition of the remaining 46% of the labor force:

Wholesale and Retail Trade	13.6%
Business, Personal and Professional Services	14.2%
Transportation, Communication and Utilities	7 %
Mining and Agriculture	1.3%
Miscellaneous	9.9%

The examination of statistics reveal that the largest single group of unemployed is the unskilled worker. The smallest group of unemployed is the professional and managerial class. A large share of the unemployed in 1960 was comprised of semi-skilled blue collar workers such as craftsmen, foremen and service workers. These amounted to 25% of the total unemployed.

On the whole it seemed that white collar jobs increased over blue collar jobs between 1950 and 1960. It can be assumed, then, in the future that blue collar jobs will continue to decrease relative to white collar jobs. It is expected that there will be an increasing demand in technically skilled and service jobs. It is interesting to speculate on the meaning of the 27.2% increase in college graduates within the County between 1950 and 1960 in relation to the present and future job market.

The median income for families in 1960 in the County was $5,777. At the same time median family income within the four-county Pittsburgh standard metropolitan area was $5,954; $5,719 for the State of Pennsylvania; and $5,417 for the United States. In 1960, 11.9% of all families in Beaver County had incomes of $3,000 and under while 12.7% had incomes of $10,000 and over.

SOCIAL DESCRIPTION

The total population in Beaver County in 1960 was 206,948. [Source Beaver County Planning Commissioner]

Since 1940, the County's population has been experiencing a gradual increasing rate of growth. In general, its rate of growth has been greater than that of Pennsylvania and nearly as great as that for the United States.

Year	Beaver County	Percent Increase County	Pa.	U.S.A.
1940	156,754	5.2	2.8	7.3
1950	175,192	12.4	6.1	14.9
1960	206,948	18.1	7.8	18.5

In the Pittsburgh-Metropolitan Area, Beaver County led both Allegheny and Westmoreland Counties in population growth. In actuality, the total Metropolitan-Pittsburgh Area has experienced a net outmigration since 1930. As a vital part of the Metropolitan-Pittsburgh Area, Beaver County has not experienced a large net out-migration but has been absorbing the one from Pittsburgh and surrounding areas in the 1930-1950 period. In 1950-1960 period, Beaver County has had an increase of 2,000 in net immigration.

POPULATION

Age Groups	Male	Female
Under 5 years	12,049	11,792
5 to 9	10,978	10,843
10 to 14	9,972	9,348
15 to 19	6,961	7,360
20 to 24	5,028	6,164
25 to 29	6,004	6,471
30 to 34	7,498	7,884
35 to 39	7,663	8,221
40 to 44	7,520	7,584
45 to 49	6,611	6,585
50 to 54	5,410	5,244

Age Groups	Male	Female
55 to 59	4,558	4,279
60 to 64	4,970	3,757
65 to 69	3,523	3,245
70 to 74	2,665	2,581
75 years and over	2,397	2,783
Median Age	30.2	

The total non-white population in 1960 was 11,220 representing 5.4% of the total County population. The highest distribution of non-whites is in the three communities of Aliquippa [5,533], Beaver Falls [1,832] and Midland [1,127]. The distribution of non-whites in the remainder of the County's communities is, for the most part, equal and relatively low in numbers. The following are additional figures related to the general characteristics of the population of Beaver County in 1960:

Total Population	207,000
Urban Population	146,770
Rural Population	60,178
Rural Farm Population	2,899
Native born white of native parents	137,200
Native born non-white of native parents	11,200
Foreign Born	15,000
Native born of foreign parents	43,000
Population Density oer Square Mile	469

* All material and statistics for this report were obtained from the Comprehensive Community Mental Health and Mental Retardation Plan for Beaver County Report.

SECTION II

ORGANIZATION AND PROCEDURE

The very simplified purpose of the Beaver County Committee on Children and Youth preparing for the 1970 White House Conference was to operate as a lay group to open avenues of communication between young people and adults by conducting dialogues where young people could vocalize their problems and needs and adults could listen.

To accomplish this, we started in mid-October 1968 with an Ad Hoc Advisory Committee composed of representatives of the Health and Welfare Agencies of Beaver County and good lay citizens from around the County who are interested in youth problems. Listening to these people helped the Chairman set a focus for the local work. Most of these people continued as the County Committee.

The Youth Co-Chairman was selected next before any further planning was done. The Adult Co-Chairman made the selection with the assistance of the Guidance Counselor of Beaver Area High School. Final selection was made from a list of six girls and six boys most highly recommended by the School. The Adult Co-Chairman decided to select the Youth Co-Chairman from the same area for ease of communication and transportation. The same privilege was extended to the adult sub-committee chairmen in selecting their youth co-chairmen.

The next step was to choose a Steering Committee of 12. The Adult and Youth Co-Chairman of the Beaver County Conference Committee, a secretary, adult and youth co-chairman of the three pre-set sub-committees of Home, Education and Peer Group Values, a publicity director, a liaison person with the Social Agencies and a structural co-ordinator. All adult appointments were made by the Adult Co-Chairman--youth appointments with the help of the Youth Co-Chairman.

The Steering Committee then got the support of the County Judges and the Beaver County Commissioners and released publicity on their project.

The biggest job was to structure the sub-committees into some sort of working order. We did this by dividing each sub-committee into three "under committees" for the purpose of conducting dialogues--1. Local Community; 2. Inter-Community; 3. Inter-cultural. [See sub-section A]

Once these were established-each with a youth and adult co-chairman - a time table was set with Steering Committee meetings every two weeks and County Committee meetings once a month. Organizational work took place during November and December of 1968, dialogues conducted during January, February and March, 1969 with reports due in April 1969.

Before dialogues took place, a training session was held for sub-committee leadership. This was conducted as a mock dialogue of our liaison person on the Steering Committee who is a professional social worker. Printed material was prepared as a guideline for dialogue leaders. [See sub-section B]

All data for sub-committees was collected and interpreted by lay people with the final reports written by professional educators.

A detailed local purpose was evolved which serves as the preface to this report. Report forms were devised for dialogue leaders and dialogue participants. [See sub-section C]

As the Sub-Committees through their various forms or organization were conducting dialogues during January, February and March, special projects were undertaken as experiments to create wider interest and to reach special interest groups. While some of these projects are incorporated in the Sub Committee Reports -- several are detailed separately and appear as special sections of this total report. [See Sections III-B, IV-B and V-A]

While work was concentrated during this time on information requested by the Commonwealth for their preparation of the White House Conference, the Beaver County Committee was very much aware of their purpose of keeping the County informed of the Groups' progress as well as laying the ground work for some group to follow-up the results of our study with concrete action.

To keep the general public aroused and informed, continuous publicity appeared in local papers and on the local radio station. [See sub-section D]

To keep the Health and Welfare Agencies informed and involved, representatives of each agency served on the County Committee and received detailed minutes of all Steering Committee meetings and all County meetings. [See sub-section E]

To alert the political structures with authority to effect a change -- the President Judge of the Beaver County Courts and the Chairman of the Beaver County Commissioners were asked to serve on the County Committee and received all mailings. Our five County Legislators -- Hon. Robert O. Davis, Assemblyman-13th District; Hon. Joseph Kolter, Assemblyman-14th District; Hon. Charles D. Stone, Assemblyman-15th District; Hon. Robert K.Hamilton, Assemblyman-16th District and Senator Ernest Kline were sent a mid-work progress report and will receive a copy of this final report.

After much consideration of a plan to establish a group to follow-up our study, "The Youth Advisory Council" idea as suggested by the Commonwealth was selected.

We were most fortunate as our work moved into this phase to have two of our young people appointed to the State Committee on Children and Youth. Mr. David Cauley, Beaver, Junior at Beaver Area High School and. Mr. Keith Smith, Beaver Falls. Freshman at Geneva College, Beaver Falls.

A need for financing became obvious early in this work. After two months of absorbing all costs, the Steering Committee approached the United Funds of Beaver County for $300 to use as operating funds.

The final big decision of the Steering Committee was how to publish our findings. Much consideration was given to various approaches including public hearings. published articles. radio shows, etc. The final method appears in sub-section F.

With the dialogues completed and the report made, the County Committee has been dissolved. The Steering Committee has agreed to continue to serve as an advisory group for the work of the Youth Advisory Councils as outlined in Section VI.

SECTION II — A

A major task of the Beaver County Committee on Children and Youth was to set up a series of dialogues between youth and adults. To accomplish this, it was necessary to design a scheme for carrying out these dialogues. Since the recommendations from the State Committee was to have dialogue in the three areas of education, home and youth values, the Steering Committee decided that the organizational structure used for Beaver County should meet the following criteria:

1. Each dialogue should be composed of approximately 50 per cent adults and 50 per cent youth.

2. Some dialogues should be limited to individuals, both adults and youth, from a single community.

3. Some dialogues should include persons from various communities.

4. Some dialogues should be structured to include persons with different racial, religious and cultural backgrounds.

5. The dialogues should be structured to bring together persons with different occupational and socio-economic backgrounds.

6. That a minimum number of dialogues to gain the maximum amount of information was necessary to meet the time deadlines.

In order to meet these basic requirements, it was decided that it was necessary to have an adult and youth co-chairman on the County level for each of the three areas of concern. These co-chairmen would then select three sub-chairmen to organize dialogue within the total County. One sub-chairman would be responsible for organizing dialogue limited to persons from the same community such as Beaver, Rochester, Aliquippa. etc. One sub-chairman would be responsible for organizing dialogue involving persons from various communities in each of the dialogues [such as a mixture from Beaver, Rochester, Aliquippa, Ambridge, etc.], and the third sub-chairman would be responsible for organizing dialogue that would involve mixtures of racial, religious and cultural backgrounds within each dialogue. An organizational chart for each of the three major areas of youth values, education and home is illustrated in Figure 1.

This design has several inherent advantages: 1] problems of concern to one community would be compared with problems of concern to other communities; 2] problems of general concern to all communities would have a greater probability of being shared with members of the different communities being mixed; 3] problems that were unique to one racial or ethnic group would have a greater probability of being discussed; 4] theoretical problem areas that are not problem areas within Beaver County would be determined by their lack of being discussed; 5] the type of problems being discussed within the various sub-groupings could be analyzed to determine questions people are now willing to discuss with each other [e.g., if certain problems are only brought up within the local community groups and not in groups composed of various committee members, then it would appear that some education is necessary along these lines].

This organizational structure was followed by all of the committees even though the technique for selecting sub-chairmen and arriving at the final structure varied. The Home Committee began by appointing the three sub-chairmen prior to any dialogue and then letting each of the sub-chairmen organize the dialogue with the structure as a prerequisite. The Educational Committee on the other hand began by calling together leaders from the various

communities within the County in conducting a dialogue with the people involved. Volunteers were then solicited from this group to hold dialogues according to one of the sub-groupings listed in the structure. In general, this structure seemed to be a workable model for Beaver County and permitted us to complete the assigned task within the recommended time periods.

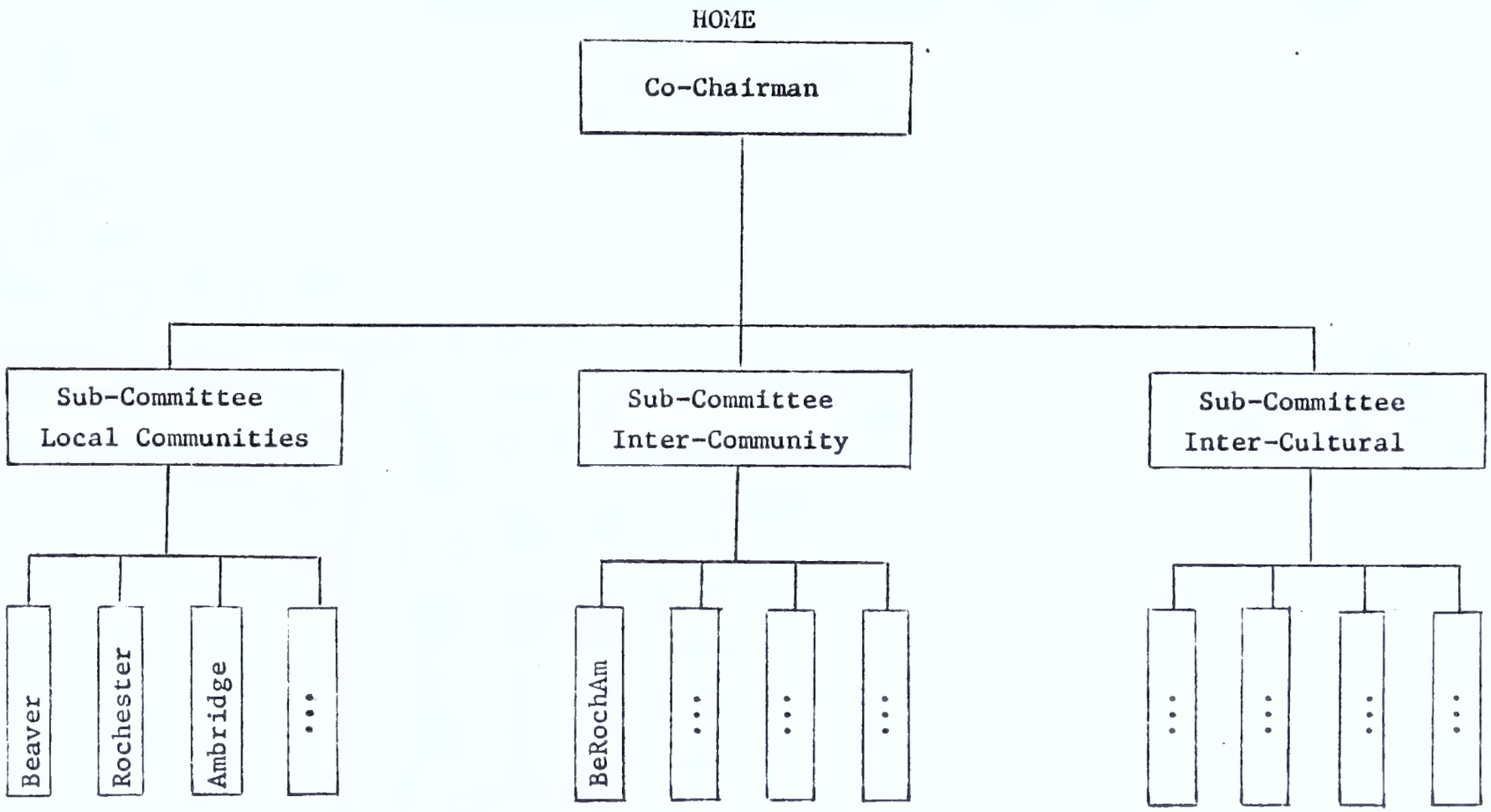
HOME
Co-Chairman
Sub-Committee
Local Communities
Sub-Committee
Inter-Community
Sub-Committee
Inter-Cultural
Beaver
Rochester
Ambridge
...
BeRochAm
...
...
...
...
...
...
...

Figure 1

SECTION II — B

GROUP LEADER INFORMATION
Group Leaders Meeting - December 18, 1968

1. Help the group decide on the topic.
2. Keep discussion to assigned topic and guide people back to topic.
3. Have questions that were carefully designed to provoke discussion and in which there is no pat answer.
4. Decide who talks next when several volunteers talk at one time.
5. These are free discussion groups, remember, so that a balance between generalities and specifics [or personal experiences] needs to be maintained.
6. Allow at least an hour to permit full discussion after the social amenities, etc. are completed.
7. Arrange the seating so chairs are comfortable and everyone can see each other.
8. Arrive promptly, preferably ahead of time so first comers can be made at ease.
9. Learn at least first names [and ask repeatedly if necessary] so introductions can be made easier.
10. "Consult" between the youth and adults and/or among them.
11. Consider having refreshments as people arrive.

WHAT EVERY LEADER SHOULD KNOW

Being a good leader is an art, an art which finds its highest expression when a question that's heavily charged with feeling -- sex education, for example -- comes up for consideration. The chief ways in which you practice this art are to understand the purpose of your group, to prepare carefully, to lead with consideration for many different views.

It's well to remember that your meetings aren't first-aid devices designed to give immediate solutions to problems in family living. They are more like inoculations which help develop the stamina for coping with future situations. In a satisfactory meeting there is an interchange of ideas. Members talk, one at a time, with-not-at one another. The leader provides an orderly pattern for this process.

HANDLING CONTROVERSY. A meeting totally without controversy would be flat and unprofitable, but controversy need not be bitter. Each member plays a part in keeping differences on an impersonal and friendly plane. You can oppose an individual's ideas without attacking him or her as a person. And the leader's manner as she directs questions back to the group can do much to help the members handle controversial issues without personal antagonism. For example, in the case of a study group discussing the sex-education of pre-schoolers, suppose Mrs. Cross says, "There's no sense making long explanations to three and four year olds. They don't understand, they hardly listen and you have the whole thing to do over again later. I just say, 'Wait until you're older.' "

The leader can see that Mrs. Mason across the room is about to erupt with a horrified--oh, no! So the leader turns to Mrs. Mason and tactfully suggests--"I wonder if you disagree with that point of view. Do you think some explanations can be given to a small child?" Mrs.Mason, encouraged to speak and not feeling that she has to battle a contrary opinion, puts her point of view affirmatively, not as an attack.

"Yes, you're quite right about long explanations being unnecessary. But it seems to me you can try to answer just the question the youngster asks or, better still, try to find out what he means by the question before you launch into any explanation. Isn't the main thing to let him know that this is a subject he can ask about and get an answer?"

LEADERSHIP TECHNIQUE. Though there are no hard and fast rules for group leadership--since this is a highly personal affair--one practice, however, that many leaders find useful is to

throw the ball back to the other person whenever possible. You can develop this talent in everyday conversation.

Suppose a child runs in excitedly to tell his mother that he has just seen the first robin, and she replies, "How nice. Now run and wash your hands for lunch." The child will probably obey, but he'll wonder why he bothered to share his experience. Another mother's response might be, "I saw a robin today, too." That tends to take the experience away from the child, and implies that she would rather talk about herself. But to say, "How exciting! What was the robin doing?" gives the child encouragement for additional observation.

Let's apply this principle to group leadership. Someone enthusiastically makes a comment. You can say, "Good. Now let's go on to question number two." Or you might say "My reaction to that comment would be....." But if you say something like, "That's an interesting idea. Won't you carry it a little further?" the group member then feels encouraged to make additional contributions.

DEVELOPING DISCUSSION. Of course, the leader may sense that the group feels this member has already developed his point sufficiently. To involve the other members, your response might be, "That's an interesting idea. Whom would you like to comment on it?" Or, "How do the rest of you react to that idea?" Don't worry about short silences. Even the most experienced leader may feel that a half minute of silence is like an hour. But there is no hurry. If the leader waits, and assumes that the silence is filled with thinking, someone soon throws in a thought. If the leader gets restless, and always rushes in to keep the silences out, the group members may decide that she may as well carry the ball alone. A discussion leader is the orchestra conductor, not the solo player.

EVERYONE SPEAKS. To create an atmosphere or friendliness and interest in all ideas is a much more important part of a leader's job than to try to focus thinking on some specific point. Circular response is one technique for giving each member the opportunity to express his own ideas.

Preferably, the group is seated in a circle. The chairman, or leader sitting in the circle as one of the members, suggests the question to be discussed. The discussion is then begun by the person on his right. Then the person on his right has a chance to talk, and so on until the discussion has gone around the circle. No member of the group, including the leader, can speak a second time until his turn comes.

What about the members who hardly every speak up? Maria Jones, for example, comes to every meeting faithfully. At coffee time she chatters happily. But she still hasn't said anything during the discussion. Every group has some Maria Joneses. They may indicate by their interested looks that they are participating silently. But that's not enough. Every group and every leader needs the lift that comes when there is 100 per cent verbal participation.

ENCOURAGING SHY MEMBERS. How can we bring in these fringe people? We know that if we single them out by asking direct questions, they'll be embarrassed. A gimmick sometimes helps the Maria Joneses to identify themselves with what's going on, without forcing them too quickly out of their protective shells.

Suppose your group is discussing ambivalence in family feeling--the naturally mixed emotions of like and dislike;of love and even of hate we humans feel for those close to us. The discussion leader might arrange to have pencils and paper passed out to everyone at the beginning of the meeting. Then each person could be asked to write on one side of the paper, "I resent my husband [or wife] because ....." and on the other side of the paper, "I love my husband or wife because....." You might want to vary this by suggesting that it be a sister, a brother, a mother, a mother-in-law -- depending on your particular group.

As the answers come in -- unsigned, of course -- the talk might grow into a discussion of the fear some of us have of "speaking out," of expressing ourselves, "letting ourselves go." This would be an indirect way of helping Maria Jones understand her own shyness or fear. This kind of approach could be equally well applied to a variety of topics -- money and its values and uses,

for example. You might hand a shiny new dime to each person as she comes in. Then the discussion leader could ask each one to recall briefly what she felt when the dime was given her. Maria Jones won't be one of the first to talk. She will be reached in a natural fashion, as turns are taken. Sometimes the Marias are delighted when they discover, by this method, that they, too, can take part.

LIMITING DISCUSSION. Although, of course, you want everyone to participate fully in your discussions, a word of caution should be raised about the member who in the heat of discussion, may reveal more of herself and her family life than she meant to. As she looks back on the meeting, later, she may feel regretful and resentful.

It's one of the responsibilities of a leader to prevent members from telling too much. For in presenting personal material, group members may tell things about themselves and their families they will later regret or that may be embarrassing to others. Most people, however, have enough sense of healthy self-protection not to expose their intimate personal lives to strangers. When someone does, it is the leader's job to use the material with tact or to divert members in a way that will not embarrass any one. Group members can help by not letting their natural curiosity pull them into probing for more detail.

SECTION II — B

Sample of Letter Sent to Dialogue Group Leaders

March 18, 1969

TO:

Thank you very much for agreeing to head up a dialog on education in your community for the committee planning for the 1970 White House Conference on Children and Youth.

Here are some ideas that may help you in having a better dialogue:

1. Let the participants dress informally, particularly the youth.

2. Use a table if at all possible and sit around it interspering the youth and adults.

3. Have ashtrays available.

4. Try to get the youth on a first name basis but use the Mr. & Mrs. for the adults.

5. Preface the meeting noting its informality, that no names will be used in the report, to be open with opinions even if they are not in the mainstream, etc.

There are numerous subjects in the broad field of education that can be discussed. The choice of subjects should belong to the youth but in case they need prodding, here's a few ideas [a good starter is to ask the broad question to the young people "what would you change in the educational system if you could? "]

1. Does the guidance counselor arrangement in the school meet the demands of the students?

2. Should there be a course in sex education: what should its extent be: at what grade should it start?

3. What about technical courses; should they be integrated in the curriculum or in a separate technical school?

4. Should physical education be mandatory?

5. Does television require controls to provide education and, for instance, less violence?

6. Is high school relevant in itself?

A good dialogue session will last one hour to 1½ hours. If it runs much longer than that the participants will tire. There is no reason for your group not to have a second session the following night if you want it that way.

Enclosed to _____ are six youth and six adult questionnaire forms that should be completed after the dialogue. The data from these forms will provide the information for the Leader's form also enclosed.

We would appreciate 1] hearing from as to the date and place of your dialogue [call 843-2020] and 2[having the youth, adults and leader's forms by April 1.

Call either of us if you have problems. Good luck.

Sincerely,

Irving Bennett, O.D.
843-2020

SECTION II – C

COMMONWEALTH OF PENNSYLVANIA

1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

Adult Form

Circle the appropriate answer:

Married:	Yes	No	Male	Female
Age Range:	22-30,	30-40,	40-50,	50-70

Circle the highest grade in school attended:

8, 9, 10, 11, 12, 13, 14, 16, 18, 20

Number of children in your family: Sons _____ Daughters _____

Community in which you live: _____

Area of community in which you live: _____

Occupation: _____

Where employed: _____

Total estimated income:

Less than $3,000

$3,000 - $5,999

$6,000 - $8,999

$9,000 - $12,000

$12,000 and up

COMMONWEALTH OF PENNSYLVANIA
1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

Youth Form

We are asking your cooperation in helping us collect information about the people who have helped us in preparing the 1970 White House Conference on Children and Youth. Most of the questions can be answered by marking an X or a check mark like this__on the line beside the answer that fits you best. Disregard the small numbers to the left of the blank; they are only to aid in tabulating your answers.

1. Are you presently in school? Yes No

2. If you answered [Yes] to [1.], what is your year in school?

1 ____ 9	4 ____ 12	7 ____ 15
2 ____ 10	5 ____ 13	8 ____ 16
3 ____ 11	6 ____ 14	9 ____ Graduate School

3. If you answered [No] to [1.], what was the last year you attended?

1 ____ 9	4 ____ 12	7 ____ 15
2 ____ 10	5 ____ 13	8 ____ 16
3 ____ 11	6 ____ 14	9 ____ Graduate School

4. How far did your parents go in school? [Check the highest level each completed.]

Father	Mother	
____	____	Eighth grade or less
____	____	Some high school but did not finish
____	____	High school graduate
____	____	Some college
____	____	College graduate
____	____	More than college
____	____	Do not know

5. Father's occupation: _____
   Where Employed: _____

6. Mother's occupation: _____
   Where Employed: _____

7. If possible, please estimate your family's total income:

____ less than $3,000	____ $6,000 - $ 8,999	____ $12,000 and up
____ $3,000 - $5,999	____ $9,000 - $12,000	

8. Community in which you live: _____
   Area of community in which you live: _____

COMMONWEALTH OF PENNSYLVANIA
1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

Leader Form

Leader's Name _____ Location of Meeting _____ Date _____

Session No. _____ Total No. Invited _____ Total No. Attending _____

No of Youth _____ No of Adults _____ Hours Spent this Session _____

Participants: Compilation of Statistics on the Youth and Adult Forms as to:

A. Youths:

Education _____

Race _____ Sex _____

Parental Education _____

_____

Father's Occupations _____

Mother's Occupations _____

Community Residence _____

Area of Community _____

B. Adults:

Education _____

Race _____ Sex _____

Marital Status _____ Age Range _____

No. of Children [sons and daughters] _____

Community of Residence _____

Area of Community _____

Occupation _____

Place of Employment _____

Topics Discussed:

Needs Uncovered [for programs, facilities, etc.]

Recommendations to resolve these needs:

General Attitude of Youth toward each topic:

General Attitude of Adults toward each topic:

Your evaluation of this session's "communication" between Youths and Adults:

Topics to focus on in next session:

SECTION II – D

PUBLICITY REPORT

Beaver County Committee preparing for the White House Conference on Children and Youth has received publicity through the media of two daily newspapers with a combined circulation of more than 50,000, one weekly newspaper and two radio stations.

Since the initial release of committee activities, October 24, 1968, more than 82 inches of newsprint have appeared in each newspaper. In addition, seven pictures have appeared in releases from October 1968 through March 1969.

One dialogue was video taped and presented for viewing by participants of dialogues and the committee. Speakers will be available to various civic, fraternal and church and school organizations telling of the committee and its findings and a series of articles. upon completion of the reports of the committee, will be published in the newspapers and presented for radio listening.

The meetings, unlike other meetings, were difficult to report as dialogues of participants in the three phases of study could not be published as the information obtained was private. To publish findings of one dialogue would only influence dialogues of other participants and would not produce a true picture of the county needs.

Committee findings to be published in booklet form will be distributed to various state, county and local officials, various agencies and to those the committee feels would have a need for such a report.

News clippings appear in Appendix, Section C.

SECTION II – E

THE ROLE OF THE "PROFESSIONAL"

It was the deliberate attempt of the Beaver County Adult Co-Chairman for the Committee on Children and Youth to use the LAYMAN approach in preparing for the 1970 White House Conference.

The Professional Social Workers and representatives of the Health and Welfare Agencies were consulted at the outset for their ideas and suggestions for a local focus. Every attempt, however, was made to use lay people throughout our organizational structure and for the leadership of our dialogues.

The "Professionals" were continuously informed by regular detailed mailings of our work and invitations to our County Committee meetings for three reasons:

1. To keep them well informed of our progress.

2. To utilize fully their abilities to advise and direct our lay people as to methods and procedures.

3. To make available to them our results so County trends could be observed and recommendations pertinent to their work considered.

It was the feeling of the County Adult Chairman who had the privilege of appointing the key members of the working organization, that lay people would give us the most objective approach and reach the grass roots of our community without pre-conceived ideas and standards.

We feel that the approach was a successful one and that using the "Professionals" only in an advisory capacity augmented our work rather than distracted from it.

Most gratifying was their interest and concern and willingness to assume the role we assigned them.

SECTION II — F

DISSEMINATION OF FINAL RESULTS

After careful consideration of all available means of making our final results available to the greatest number of people in Beaver County, the following methods were selected:

1. A series of four newspaper articles
   - A. Home Sub-Committee findings
   - B. Education Sub-Committee findings
   - C. Peer Group Values Sub-Committee findings
   - D. Conclusion -- incorporating future County work and a listing of where the total report could be read in detail.
2. A one-hour radio program -- an informal dialogue using the Steering Committee and moderated by a professional from the radio station.
3. The actual final report mailed to:
   - A. All County Committee members [including Health and Welfare Agencies]
   - B. All County Legislators
4. The actual final report delivered to:
   - A. All County School Libraries
   - B. All County Public Libraries
   - C. All County and Pittsburgh newspapers
   - D. All University Libraries
   - E. Carnegie Library
5. The establishment of a Youth Speakers' Bureau available to any group in the County.

PREFACE TO SUB–COMMITTEE REPORTS

Each Sub-Committee Co-Chairman was given the general organizational structure as outlined in Section II.A. They were encouraged, however, to follow their own initiative in developing a report that would best reflect their areas of concern in regard to our total project.

Therefore, the Adult County Co-Chairman decided to leave the three Sub-Committee Reports unedited so as to truly reflect the flavor of the diverse approaches used.

It was also felt, that an attempt to combine the three units would inject an overall inaccuracy of statistics and general conclusions.

The three Sections that follow are therefore diverse in approach, compilation and final conclusions.

SECTION III

EDUCATION

SUB–COMMITTEE REPORT

Dr. Irving Bennett, Adult Co-Chairman

Mr. Harry Levine, Youth Co-Chairman

Dr. Gordon Johnston, Recorder;
Penn State University, Beaver Campus

COMMONWEALTH OF PENNSYLVANIA

1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

BEAVER COUNTY REPORT ON EDUCATION

Twelve groups within Beaver County met for dialogue discussions about elementary and secondary education. Many subjects were discussed, with emphasis being placed on problems needing a solution and on recommendations for the solution of these problems. The subjects can be placed in the following categories:

1. Sex education
2. Guidance counselors
3. Vocational-technical education
4. Physical education
5. Communication
6. Religious studies
7. Teachers
8. Grading
9. Mass media
10. Textbooks
11. Library
12. Miscellaneous courses
13. Miscellaneous

The above subjects will now be discussed in detail and in decreasing order of emphasis.

1. Sex Education

Sex education was discussed as an educational need in eleven out of twelve groups. The need for such a program seems to be great, because many parents are neglecting their responsibilities in this area. One group suggested that this education start at the kindergarten level, but

the consensus appeared to indicate that it should start at about the fifth or sixth grade. Two groups indicated that the instruction should be coeducational as much as possible. Elementary sex education could start with basic reproductive systems such as plant life, perhaps in a course entitled "Study of Life". The study of human sexual education should begin at some point between the fifth and eighth grades. Most groups felt that special sex education classes be established, rather than incorporating this instruction into existing health or biology courses. Doctors, nurses, ministers and well-adjusted married people could assist in the teaching of this course. One group suggested that sex education should stress the biological and economic aspects, and should not be taught in terms of morals. It further recommended that a course in sex education be required for all teachers so they may serve as counselors. According to one group, the truth about venereal disease should be taught in the eighth or ninth grade, with instruction about contraceptives taking place in the eleventh or twelfth grades. One group indicated a desire for discussions on dating and marriage.

2. Guidance counselors

The need for an improvement in guidance counseling was mentioned by eight out of the twelve groups. The number and effectiveness of guidance counselors should increase. There is a need for counselors who can communicate with students and who are able to help students with their personal problems. The most important qualification for a counselor seems to be an interest in students. One group suggested that more guidance counselors be hired, and that salaries be raised. Students should be advised based upon their interests and aptitudes; not upon the adviser's feelings about the relative merits of college and non-college careers. The counselor should give objective and frank advice both to the college-bound student and to the student who does not plan to go on to college. The college-bound student should be advised about the transition between high school and college. One group recommended that counselors provide information to students about the duties and areas of responsibility of a counselor. Another

group suggested that every teacher serve as an adviser to a small group of students.

3. Vocational-technical education

Six groups out of twelve gave serious consideration to the need for greater emphasis on vocational-technical training for the high school student who does not plan to enter college. The relative worth of academic versus non-academic training should be put in proper perspective. There was a difference of opinion as to whether or not this education should be provided as a part of the programs of existing area high schools or whether special vocational-technical high schools have to be established. Whichever path is chosen, more courses of a vocational-technical nature should be made available to Beaver County high school students. One group suggested that on-the-job training might prove helpful.

4. Physical education

The subject of physical education was discussed seriously by six out of the twelve groups. Two groups felt that the programs needed improvement. The recommendations for improvement were centered around changes in the program and improvement of physical education faculty. One group felt that the student should be able to select an area in which his interest lies. In addition, the competitive aspects might be reinforced. One group suggested that grading be done on a satisfactory-unsatisfactory basis. Another group recommended that physical education be made an elective course because of time and conflicting interests.

5. Communication

The need for improved lines of communication between parents, teachers, students and administrators was given serious consideration by six out of the twelve groups. One group recommended that each high school have a committee established to review anonymous suggestions obtained from a suggestion box made available to both students and teachers. This committee would be composed of students, teachers and administrators. One group emphasized

that teachers and parents must take into consideration the needs of youth based upon their values and customs and not upon those of the past generation.

6. Religious studies

Four groups out of the twelve felt that there was a definite need for a greater emphasis on religious education in the schools. Two of these groups suggested that an elective course be placed in the high school curriculum at the junior or senior level which would be a comparative study of the various religions. One group thought that either the reading of the Bible or a brief period of meditation would help. The fourth group felt that religious discussion groups should take place on a voluntary basis and be non-denominational.

7. Teachers

The problem of the poor teacher came up for serious discussion in four out of the twelve groups. The need for better communication on the part of the teacher is very important. Teachers should have more desire and ability to teach. A teacher should be more accessible to his students outside of regular classroom periods. The system of tenure came in for a great deal of criticism. No suggestions were offered for the problems involved in dismissing a poor teacher and rewarding a good teacher. One group suggested that teachers take psychological tests to determine their qualifications as teachers.

8. Grading

Four out of the twelve groups discussed the need for changes in the present grading system. At present, grading seems to cause emotional stress. It appears to lead to cramming, cheating, lack of respect for learning and to study only for the purpose of passing examinations. One specific recommendation would have students graded on a pass-fail basis, with their progress being discussed in periodic teachers' conferences.

9. Mass media

The impact of television and other forms of mass media was emphasized by three out of the twelve groups. Television did not appear to have any impact upon the high school student. One group recommended that television must replace violence with educational programs.

10. Textbooks

Two out of the twelve groups saw a need for more realistic and modern textbooks. One group suggested that increased utilization be made of films and outside speakers on specialized topics. The second group was concerned with textbooks which are racially biased. It believed that textbook selection be guided by all groups within the community.

11. Library

The problems concerned with the library were discussed by two groups out of the twelve. One group wanted some clarification with regard to the use of the library. Is the library a research area or a study room? The second group believed that their library was inadequate.

12. Miscellaneous courses

One group was of the opinion that Black History should be incorporated with American History.

At least three foreign languages should be offered in high school according to one group. A second group felt that foreign languages should be taught "conversationally".

Two groups felt the need for a course in homemaking or "Life Adjustment."

13. Miscellaneous

One group mentioned that high school teaching techniques be adjusted to prepare students to do better in college.

More time to associate with friends and a longer lunch period were felt necessary by one group.

One group stressed the importance of good student government.

A need for student participation at the school-board level was discussed by one group. They also believed that school board elections should not be political.

It was felt by one group that students from industrial areas should be offered a stronger program of college preparatory courses.

One group held the opinion that the student newspaper should be controlled by the students.

Summer school was held to be beneficial by one group.

One group emphasized a need for more recreational facilities in their area.

Rules and regulations regarding the use of study halls should be established according to one group.

Dr. Gordon R. Johnston
22 April 1969

SECTION III – A

COMMONWEALTH OF PENNSYLVANIA

1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

Leader Form

Leader's Name | Location of Meeting | Date

Session No. | Total No. Invited | Total No. Attending

No of Youth | No. of Adults | Hrs Spent this Session

Participants: Compilation of Statistics on the Youth and Adult Forms as to:

A. Youths - Education

54 - 12th grade
29 - 11th grade
11 - 10th grade
8 - College

Race: 74 white, 17 black

Sex: 33 male, 27 female

Parental Education:

17 Some High School
28 High School Graduates
16 some College
19 College Graduates

Father's Occupation:

17 Professional
28 Skilled Labor
35 Unskilled Labor
16 Business
2 Unemployed
11 Retired
1 Deceased

Mother's Occupation:

60 Housewife
16 Clerks
6 Nurses/Teachers
11 Secretaries

Community of Residence:

13 Aliquippa
23 Beaver Falls
5 North Sewickley
4 Midland
2 Rochester
17 Beaver
4 Monaca
5 Ambridge
8 New Brighton
5 Darlington
9 Freedom

Area of Community:

B. Adults:

Education:

6 Some High School
17 Some College
37 High School Graduate
16 College Graduate

Race: 51 white, 15 black

Sex: 34 Male, 40 Female

Marital Status: 70 married, 3 unmarried

Age Range:
33 [30-40]
31 [40-50]
9 [50-70]

Leader Form [continued]

No. of Children [Sons and Daughters] 251

Community of Residence:

25 Beaver Falls	6 Ambridge
10 Aliquippa	4 New Brighton
15 Beaver	4 Monaca
6 Midland	7 North Sewickley

Area of Community:

Occupation:

12 Professional	26 Housewife
8 Skilled Labor	9 Clerk
10 Unskilled Labor	3 Teacher
5 Businessmen	

Place of Employment:

SECTION III -- B. 1

SPECIAL PROJECT: PTA MEETING

One of the talented participants in the pilot dialogue on education became a strong advocate of the idea of probing the apparent gap of understanding that seems to exist between the youth and adults.

As a program for a Parent-Teachers Association meeting held in a predominately white, affluent section of one community, this leader moderated a dialogue consisting of parents and youth representative of various ethnic, social and economic backgrounds. The audience was restricted to observing the program for the first hour; questions and comments from the audience was permitted afterward.

The reaction was startling. The audience was attentive but aroused as the young people expounded their ideas, their opinions and their frustrations -- generally foreign and opposed to those held by the "establishment."

When the panel was opened to the audience there was no lack of questions and comments. And participants and audience stayed long after the program exploring ideas and motivations.

SECTION III — B. 2

SPECIAL PROJECT: ALL YOUTH DIALOGUE

Eight young people, two of which were leaders as a result of their previous experience at dialogue sessions, used a living room setting for a dialogue of their own. There was no adult participation and the group consisted of young people who were not closely associated socially with one another.

This dialogue -- strange and surprising as it may seem -- was less critical of the present educational system and more complimentary of the personnel connected with it.

Rather than exploring in depth changes in the educational program -- be it in school or through other means -- the young people felt that the development of an atmosphere of mutual respect would lend itself better to an appreciation of subject matter.

Although this observation is made with no direct contact with the group, it seemed that adult participation in dialogues is desirable if subjects are to be examined in depth.

SECTION III – B. 3

SPECIAL PROJECT: VIDEO TAPES

When the lights are on and the camera rolls, adults turn off and young people turn on.

The above was quite obvious in the closed circuit television -- video taped dialogue held by the education sub-committee.

The expression of ideas and the interchange of opinions was given with ease before the taping of the dialogue by the adults. The young people seem to glow in the light of the camera and were not at all hesitant to express opinions.

The best results in dialogue probing came when no outside influence [cameras, tape recorders or stenographers] are present. Influences as listed force adults particularly to weigh each word and by so doing frustrate expression and opinion.

SECTION III – B. 4

SPECIAL REPORT ON SEX EDUCATION

Topic Discussed:

1. Sex Education

Needs Uncovered:

1. Is "Sex Education" an appropriate title?
2. At what grade level should "Sex Education" be introduced?
3. How should "Sex Education" be taught?
4. Possible areas of study.
5. What should the teacher's qualifications be?
6. Teaching Aids.

Recommendations to resolve these needs:

1. Several suggestions for a new course title.

   A. "Life", "Family Life", "Know Thyself", "Understanding Sex", "Sex and Youth Today"

2. Compulsory sex education starting at the elementary level. Sex education should be mandatory starting at the elementary level. The early introduction to sex education would possibly eliminate the shameful attitude toward sex in a youth's later years.

3. Elementary sex education could start with the basic reproductive systems [Example: plant life];

   Do not actually teach this course, simply introduce ideas, plans, theories and attitudes.

   The correct terminology should be introduced in the elementary level.

   It should be a non-graded subject -- It is guidance and individual knowledge to build the person.

It is recommended that it be coeducational except for certain obvious subjects at the high school level.

It is recommended that the teachers be male and female -- eliminate the embarrassment of male and female pupils.

4. Anatomy and Physiology -- The body structure.

Reproductive systems.

The right and wrong feelings and attitudes toward the opposite sex. Peer group influence upon your attitudes toward the opposite sex.

Stimulation and the Psychological effects.

Pregnancy and the menstrual cycle.

"Wet dreams" and masturbation.

How to possibly eliminate divorce.

A. How to choose a mate.

B. After marriage life

C. Economics of married life.

Birth control, Pre-Natal Care and Contraceptives.

Teaching the dangers of premarital sex.

5. Instructors should be open-minded. It was recommended that each teacher be given a course in sex education before teaching it. It was also recommended that an instructor should take a course on how to teach young adults about sex. Professionals tend to get technical, and the course should be non-technical and informal. Instructors should be people who relate easily to younger people. Young married couples would be ideal. It was recommended that staff teaching would be constructive.

6. Department of Health, Education and Welfare.

   Planned-Parenthood.

   Dr. and Mrs. Kornhauser have written extensively on sex education. They have also compiled many surveys.

   Psychological and Biological Institutions.

   March of Dimes.

   Most religiously affiliated organizations.

Editor's Note:

This particular report was included in its detail because the participants were not members of any of the Beaver County dialogues or part of the White House Conference preparation.

It was a dialogue experiment with students attending Geneva College who come from various areas of the United States.

SECTION IV

HOME

SUB–COMMITTEE REPORT

Mrs. N. William Hurtt, Adult Co-Chairman

Miss Susan Campbell, Youth Co-Chairman

Mr. Paul Smith, Recorder, Geneva College

BEAVER COUNTY WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH 1970

SUB–COMMITTEE – HOME

The Sub-Committee Home was divided into three areas:

Local Community Co-Chairmen

Mrs. Frank Cuspard, West Bridgewater, Penna., Housewife

Tom Martin, Beaver, Penna., student Beaver Senior High School

Inter-Community Co-Chairmen

Mr.John Nave, Sewickley, Penna., businessman Beaver area

Miss Dixie Montgomery, Beaver Falls, Penna., student Geneva College

Inter-Cultural Co-Chairmen

Mr. Richard Aveni, New Brighton, Penna., Administrator Beaver County Children's Home

Miss Karen Signarella, New Brighton, Penna., student New Brighton Senior High School

The contact and/or meetings with the above chairmen was accomplished via the telephone in preference to additional committee meetings with the exception of the County meetings held one a month from December through February.

Each sub-committee Chairman was asked to hold several dialogues involving people he or she felt would be capable and interested in turn in conducting dialogues themselves, thus enabling a variety of individuals representing economic, ethnic, geographic and educational backgrounds to express themselves.

In some instances, individuals with contacts in a specific area - i.e., college students, vocational students and individuals working with poverty program - were involved, and they assisted with dialogues involving these groups.

In setting up a dialogue the suggested ratio from this committee of youth and adult was 50% youth and 50% adult. It will be noted some dialogues involved all youth and some all adult revolving around a specific area or problem.

The approximate percentage of youths and adults of this committee in tabulating all dialogues was 50% youth -- 50% adults, balancing the all adult groups with the all youth groups. Professional representatives of the total number of people involved in the above dialogues is approximately 3-5%.

The sub-committee on home was divided into three sections: [A] local community, [B] inter-community and [C] inter-cultural. The dialogues conducted under each section tried to maintain these emphases, although they were not followed consistently. This report will follow the sub-committee structure, for each section summarizing first the attitudes of youth and adults as they related to issues and to each other, and then summarizing the issues, needs and recommendations that emerged during the dialogues. The membership composition of a particular dialogue may be mentioned when this factor seems relevant to understanding the issues and/or attitudes expressed in the dialogue. Following this survey some tentative generalizations regarding the attitudes, issues, needs and recommendations will be made; in addition a few comments about the effectiveness of the dialogues themselves seem in order.

A. The local community area of the sub-committee on home conducted six dialogues, the number of participants ranging from seven to thirty-one. Most of the dialogues were mixed -- in race, in youth and adult representation, in educational achievement and in economic status -- although one dialogue was entirely adult and one concentrated heavily on black youth from "project" homes. A full statistical summary is attached Sub-Section A-1 to this report.

1. Attitudes will be the first aspect discussed, since in many respects attitudes seem to be one of the most significant aspects of the dialogues. By bringing youth and adults together for a defined period of discussion of mutual interests, the dialogues, no matter what the particular topic of discussion, forced some response of one group to the other. Those few dialogues entirely or primarily consisting of one of the age groups provide reference points for assessing the attitudes expressed when they interacted.

Adult attitudes were generally described by reporters of the local community dialogues as responsive and reserved. The one all adult dialogue[1] did not directly express their attitudes toward youth; however, their generally defensive attitude regarding their status in the community and the county could conceivably carry over to youth. There is no proof for this conjecture, however. In the group consisting principally of black youth,[2] many of whom were not receptive to adult suggestions, the adults were described as helpful and desirous of doing things for the youth. A paternalistic rather than cooperative attitude can be inferred. At the other dialogues of this section, the interest of the adults in the affairs of youth was similarly evident, but in many cases was qualified not only by an understandable reserve but also by such attitudes as "authorative," "quick to generalize," and "not always open."

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1. Held March 7, 1969 at the Friendly House, Aliquippa, under the leadership of Mary B. Nadeam and George S. Glomb, with seventeen adults attending.

2. Held April 7, 1969 at the Martin Luther King Center, under the leadership of Jessie Walker. with 25 youths and 6 adults attending.

The attitudes expressed by youth ranged further. The most negative attitude was expressed by the large group of black youth, where the older youth were described as "defeated" and "beligerent" [sic] whereas the younger children were described as "eager to help and try." These attitudes were not expressed toward adults per se, but related to the racial and community problems discussed. In the other groups involving youth, attitudes were described as "interested," "responsive" and even "enthusiastic." However, when issues centered on adult contributions to community programs and improvement, such terms as guarded and distrustful were used.

The ability of youth and adults to communicate with each other varied from dialogue to dialogue. The difficulties previously implied by the predominantly youthful group were described explicitly here; the communication was defective, and youth often chose to communicate among themselves rather than with adults. In the other groups the ability to communicate seemed to depend upon the constituency. Although there was no marked differences in ratio of youth to adult and no striking differences in education and economic status of the families represented, two groups described the communication as good or excellent, and two reported that the communication between adults and youth was faulty. One group reported that social and economic barriers affected the communication, and the other asserted that both youth and adults sought more to defend their own positions than to understand the other's or to seek a ground for mutual cooperation.

2. Although all the dialogues were intended to treat problems of youth in the home context, there was a tendency among the participants to avoid issues that exclusively or even primarily concerned the home. Of the six dialogues in this group, only one[3]

3. Held February 17, 1969 at Kaufmann's Department Store, Rochester, under the leadership of Florence Cuspard and Shirley Woolaway with three youth and five adults attending.

treated the problems of the home or family directly. There it was expressed that the family is losing its unity, that parents rely on sheer authority, that too little time is given to family discussions. No constructive recommendations came from the discussion, though the philosophical suggestion of personal examination of self and one's values was made.

The topic that came closest to treating directly the youth in his home was the subject of the generation gap. In one guise or other all groups except one [the all adult group] discussed it. Although parents and their children are one evidence of this gap, the breach between youth and all authority figures and between youth and adults in general also was acknowledged. Both youth and adults seemed to acknowledge that the gap exists, but several felt that its size has been exaggerated. All dialogue groups felt the need to bridge the gap, but constructive suggestions fit no pattern. The following aids and/or remedies were suggested: more dialogues between youth and adults, greater exercise of adult authority [parents and law enforcement officers specified], parental involvement in and support for existing youth programs, and a set of standards [for ?] to be set by youth and supported by parents.

Almost all other topics discussed concerned the community at large, and although the influence of the community on the home cannot be denied, this influence was not the focus of the discussion, but community problems were treated as community problems. One of the problems most frequently mentioned was the need for the community to provide more recreational and social facilities and opportunities for the youth. Both the adult and the primarily youth group emphasized this need as did one of the more balanced groups. There was general agreement that the needs

existed [although one felt that recreational facilities were adequate], but there was no agreement on recommendations. These were the suggestions: teenage night clubs, more parks in the Upper Beaver Valley, and greater support by adults and older youth for area recreational and social programs.

In several instances groups discussed the general character of the community. One group[4] said that the conservative character of their community impeded social progress; another[5] stated that prevalent poverty of their community blighted the spirits of its inhabitants and also stood in the way of beneficial change; and yet another[6] felt that the politics of the community stood in the way of progress. Specific recommendations again were meager, but the following items were mentioned: resolve political factionalism; lower the voting age; create greater job opportunities, especially for the blacks; sponsor programs of an educational and recreational nature to foster some self-confidence among the defeated members of the community; and write a request [for ?] to the borough council.

The following topics also were treated in local community dialogues: Viet Nam, drug usage, shoplifting, education, vandalism, and racial problems in general. There were no follow-ups to them.

B. The inter-community area of the sub-committee on home conducted three dialogues, all of the groups being small, with attendance ranging from five to nine. Two of the dialogues were racially mixed, one was an all youth dialogue, consisting of Geneva College students; educational backgrounds generally varied; family incomes also varied, although

4. See note 3.

5. See note 1.
6. See note 2.

middle and upper incomes tended to dominate the groups. A fourth dialogue was scheduled for the Mt. Washington Apartments [a lower income area in Beaver Falls], but of the six adults and six youth invited, only two adults showed up. The meeting was cancelled. A full statistical summary is attached as Sub-Section A-2.

1. Attitudes between youthful and adult participants will again be discussed first, with specific attitudes toward the topics treated being noted when these topics are surveyed. The communication between adults and youth in the groups of mixed age was judged good, although the reporter of one group[7] noted that the ability to communicate deteriorated as the discussion continued. In the all college group,[8] there was no interaction between the generations, but these youth did feel that the community [especially its adult leadership] was apathetic about the needs of the community [especially of its youth].

2. The interests and needs of the home were not discussed specifically in any of these dialogues. The only explicit reference came in one dialogue[9] that expressed the need for greater parental authority. One other reference was made to the gap between generations: "apathy of youth to adult peers" [the meaning intended is not clear.]

   All of the dialogues treated the question of illegal drug usage. The widest discussion took place in the groups of mixed age representation. The college students

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7. Held January 28, 1969 at Geneva College under the leadership of John Nave, with three youths and two adults attending.

8. Held February 19, 1969 at Geneva College under the leadership of John Nave, with nine college students attending.

9. Held January 23, 1969 at the Garvin Agency, Beaver, under the leadership of John Nave, with two youth and five adults attending.

thought that drug usage is a concern, but that, locally at least, the problem is greater in high schools than in college. Implied in all comments was the judgment that drug usage is harmful and should continue to be under legal penalty. The need, then, was seen as preventing the spread of drug usage. The recommendations were that this be done primarily through publicity about the dangers of drug usage and through a program educating the public of the penalties that come to users and distributors. Those agencies currently working with the problem should be given complimentary publicity and encouragement. Although the relation of economic and social deprevation to prevalence of drug usage was noted, no recommendation attacked the problem from this perspective. The difference between the attitudes of youth and adults in regard to the drug question is of some interest. Adults expressed disgust for drug users: they urged strong support for law enforcement officers facing the problem. Youth tended to minimize the problem, and their hostility was directed more toward the law than toward the drug users.

One issue was raised by the college students that had not occurred to the other groups, namely the need for greater cooperation between the student college community and the larger community. On the local level, they felt that there was definite needs in the community, that the college community had both talent and desire to help in meeting these needs, that the community itself was largely indifferent to these needs and undesirous of soliciting the students' help in coping with these needs. Communication of ideas and services was proferred as a solution, although no specific steps to accomplish this cooperation were suggested. On a broader level, the students wanted to become more aware of the large issues facing society today, and they suggested that a series of forums and informational programs relating to all current social issues would begin to meet this need.

Several other issues were raised in the inter-community dialogues: inadequacy of recreational facilities, unequal employment opportunities between the races and dishonest communication between the races. These matters were not elaborated.

C. The inter-cultural area of the sub-committee on home conducted five dialogues, the number of participants in each dialogue ranging from eight to sixteen. All of the dialogues involved both youth and adults, with the youth usually outnumbering the adults. The groups also contained both black and white participants, with whites in each instance outnumbering blacks. The homes represented by the high school youth were characterized by varied educational achievements, about half of the parents having completed high school, and about half having less than a high school education. Among the adults participating in the dialogues, there was nearly a balance between high school graduates and college graduates. Judging from either income estimates or stated occupations, one can estimate that the majority of youth came from lower or middle income families; the incomes indicated by the participating adults tended to be higher. A full statistical summary is attached as Sub-Section A-3.

1. According to the reports, the ability of youth and adults to communicate with each other was generally higher in the inter-cultural dialogues than in the others. The adjectives most commonly used were "good" and "fine." Two of the groups indicated that the communication was good to begin with, and that the ability to communicate increased as the session progressed. The attitudes toward the youth were uniformly positive; their enthusiasm and their eagerness to get at something were often emphasized. Two of the reports noted some immaturity among the youth, or at least indicated that youth wanted or needed adult leadership and

guidance. The adults were pleasantly surprised in the interest shown by the youth, were themselves judged sympathetic, responsive and even empathetic to the concerns and problems of youth, yet in one instance still seemed to be patronizing toward the youth.

2. The range and subject of topics discussed more closely paralleled those of the local community dialogues than those of the inter-community groups. Again the specific problems of the home were not directly treated. Again the generation gap and the relation between youth and authority figures were that topics that related most closely to the intended center of discussion. The generation gap was discussed only generally, but this discussion seemed to assume that the gap was real. The participants enjoyed the dialogues and suggested that they [or a similar form of meeting of youth and adults] be continued with the intention that they grow beyond a discussion forum to some form of mutual cooperation in meeting the needs uncovered. The youth of one group[10] felt that one of the needs to be met before the generation gap could be closed is that adults become consistent.

The relationship between adult authorities and youth was the single most widely discussed topic in the inter-cultural division of the dialogues. Three of the five groups treated it directly and at length,[11] and the subject was involved in other discussions and the remaining two dialogues. Parental authority was not specifically discussed. However, in other contexts parental support for existing youth programs

10. Held February 18, 1969 at the Beaver County Children's Home under the leadership of Richard Aveni, with eight youths and five adults attending.

11. In addition to the group specified in note 10 two other groups were concerned [a] a group meeting January 23, 1969 at Beaver County Children's Home under the leadership of Richard Aveni, with six youths and four adults attending, and [b] a group of four youths and four adults meeting January 29, 1969 at the same place and under the same leadership.

and certain public policies were urged. The authority of the police and similar community officials was treated more specifically by one group[12] which felt that these public officials need more authority and need to exercise their authority more strenuously, particularly in regard to teen-age drinking. A "get tough" tone was implied. This same group and two others[13] discussed authority within the schools, but as it resides in teachers and administrators. In general the participants felt that both teachers and administrators did not deserve the respect that their positions ordinarily confer upon them. The needs implied by these complaints are consistency among school authorities with the elimination of double standards for youth and educators; teachers with greater knowledge in their subject areas; teachers with greater interest in the students themselves; and stronger exercise of discipline by teachers, enforced by administrators, and supported by parents. Concrete suggestions for remedying these faults were listed as a concerted effort to alert school officials of classroom situations, a different kind of training for teachers, and greater power for teachers and administrators. These clearly only are a start for an effective response.

Three of these dialogues[14] repeated a problem also discussed in other sections of the dialogues: the inadequate recreational and social facilities and opportunities for youth of the area. The problem need not be elaborated further. One group[15]

12. Group [a] of the preceding note.

13. Group [b] of Note 11 and the group referred to in note 10.

14. In addition to the group mentioned in note 10, a group [d] meeting March 27, 1969 in Freedom under the leadership of Harold J. Dom, with eight youths and three adults attending, and a group [e] meeting April 8, 1969 at the YMCA Building, under the leadership of Mary Ellen Burns, with twelve youth and four adults attending.

15. Group [d] of note 14.

translated the general issue into specific support for a swimming pool for the Freedom area. Another group[16] which discussed the issue extensively, made these specific recommendations: broad adult sponsorship of athletic teams [school sponsored varsity athletics was not intended], swimming meets, opening schools during non-school hours so that their facilities may be used more extensively, and youth projects to financially support recreational programs. Revitalization of existing programs and creation of new programs were both deemed necessary.

These dialogues also touched on a scattering of other topics: race relations; employment opportunities, especially for the blacks; a sex education program in the schools; and communication difficulties, especially distortion of the news by mass media.

Generalizations are difficult to make from a study that was as open and uncontrolled as this. For this reason it may be best to begin with the dialogues themselves. The gathering of both youth and adults simply to discuss topics involving both is a good starting point, but to become meaningful these discussions must lead to something else, and their purpose and direction must be determined before they can become really constructive. If the dialogues are to be used to analyze the emotions and relations of youth and adults in regard to common interests, the composition of the groups must be more precisely determined, and the data about participants need to be verified, the leadership must be trained more extensively, and the group reporter must be an objective, trained observer of the proceedings. If the dialogues are to be a base for concrete community action, they must continue for a longer time so that issues can be treated in depth, and there must be closer cooperation between the participants of the dialogues and agencies, institutions and influential persons of the communities.

The dialogues revealed that there is strong grounds for communication between youth and adults, and also that there is a definite need to overcome the barrier that does exist between the

16. Group [e] of note 14.

groups. In all but a few group reports, some reservation about the trust or understanding or openness of one age group to the other was made, even though the communication was generally regarded as satisfactory. Youth were not ready to fully trust adults, apparently feeling that adults inconsistency and indifference or previous unreliability had proved adults untrustworthy. Adults, in turn, were generally impressed with the interest of the youth in the concerns discussed, but they were wary of how far youth could be trusted with responsibility. A patronizing tone was implied in many of the comments about adults' attitudes toward youth. There did not seem to be great variation in this pattern of attitudes with the important exception of those youth who felt so excluded from the dominant society as to feel no hope for themselves in it. With them the gap is a chasm, and no positive response was made to interest shown them by adults within the establishment. Similarly, greatest aggressive defensiveness was shown by those adults whose social and economic positions rated most poorly in relation to the rest of the society. This defensiveness was expressed more toward society than toward youth. In any case, the bridging of the generation gap can be at best aided by verbal interplay; concrete action is necessary to make the bridge substantial.

Several of the most notable aspects of the dialogues are what was not discussed. Almost all groups avoided completely any specific discussion of home problems. The reasons can only be conjectured. Possibly the home has become unimportant. Other sources suggest, however that the home still is significant and that home problems do exist. Their absence from the dialogues might be explained by the theory that home problems are merely manifestations of problems external to the home, and that to cope with problems in the home one must first face the problems external to it. Another view is that the participants in the dialogue chose to sublimate home problems by talking about parallel situations outside the home where they could objectify the tensions felt at home since the personalities involved are not as immediate outside the home. A full explanation of this phenomenon probably combine these theories with other factors not noted here.

Another topic obvious through its meager consideration is racial tension. A concerted effort was made to make the dialogues generally biracial, yet there was little discussion or analysis of the causes, symptoms and potential cures for racial mistreatment, misunderstanding, inequity and hatred. The reasons again are conjectural. The sensitivity of the subject may have caused participants to turn to "easier" areas of discussion. The only side of racial problems that was treated with some consistency was economic. Job opportunities for blacks were consistently seen as a prime need.

Of the topics discussed two loom especially large: the disposition and exercise of authority and the recreational and social inadequacies of the area. Some groups saw the first of these primarily in the legal response to crime in the community; others focused on the exercise of authority in the schools. Parental authority was considered only as it supported or failed to support these other authorities. Beyond that no concensus was apparent. Greater agreement and more concrete suggestions came out of the discussion of the social and recreational needs of youth in the area. Both private and public, individual and group involvement in the solution of this problem was urged. Specifically the enlargement of the YMCA, the organization of athletic teams for a large number of youth, the building and development of parks and other public recreational facilities, and the creation of teen-age night clubs and other social gathering places were suggested.

No clear pattern emerges in regard to other problems which were discussed. The leadership of the dialogues may have had some role to play in the choice of topics and the extent to which they were treated. Only in a couple of instances could the peculiar emphasis of a discussion be traced to the composition of the group.[17]

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17. The all adult group [note 1], the primarily youth group [note 2], and the all college group [note 8].

The end of this summary must point to its beginning. The imperfect nature of the prime tool of the project limits the reliability of the results, but the interest generally shown by the participants suggests that the tool can become a good instrument for understanding the problems of youth and can also become useful in their treatment.

SECTION IV – A. 1

LOCAL COMMUNITY
Mrs. Frank Cuspard, Tom Martin

Sessions -- 6

Total Number Invited: 14 3 unrecorded 2 special projects

Total Number Attending: 83

Total Number of Youth: 40 Total No. of Adults: 41 Unknown: 2

Hours spent in session: 1½--1¼

Youth

Education:

High school students:	8
College students	7
Vocational school	1
High school dropout	6
Grade and high school students [special projects] 25:	High school 9
	Grade School 10

Race:

White	9
Black	25
Unanswered	6

Sex:

Male	26
Female	8
Unanswered	6

Parents Education:

Eighth grade or less	1
Some high school	4
High school graduate	6
Some college	1
College graduate	6
More than college	1
Unknown	8

[25 parents unknown specifically: some high school; some eighth grade or less; none have completed high school]

Father's Occupation:

Laborer	2
Truck Driver	
Minister	
Purchasing Agent	
Brakeman	
Lathe Operator	
Construction Worker	
Engineer	
Salesman	
Self-employed	
Unanswered	4

[25 special project: unemployed, welfare recepients and part-time employes]

Mother's Occupation:

Housewife	6
Laborer	
Beautician	
Cafeteria employe	
Teacher	
Unknown	2

[25 special project: large families, unemployed, welfare recepients and part-time employes]

Community of Residence

South Beaver Township	1
Rochester Township	1
Beaver	5
Brighton Township	1
Freedom	1
New Brighton	1
Rochester	2
West Bridgewater	1
Aliquippa [Plan 11 and ext.]	25
Unanswered	3

Adults

Education:

Some high school	13
High school graduate	11
Some college	2
College graduate	12
More than college	3
Unknown	2

Race:		
White	26	
Black	10	
Unknown	5	
Sex:		
Male	13	
Female	24	
Unknown	4	
Married:	40	
Single	1	
Age Range:		
22-30	3	
30-40	11	
40-50	10	
50-70	1	
25-50	17	[special projects]
Number of Children in Family:		
1 boy	2	
2 daughters	1	
1 son and 1 daughter	3	
2 sons and 2 daughters	1	
2 sons and 1 daughter	1	
3 sons	2	
2 sons	3	
no children	5	
[Special Project - 15 married have children, untabulated]		
Community of Residence		
Brighton Township	1	
Beaver Falls	2	
Aliquippa	34	
Beaver	11	
Rochester	1	
New Brighton	1	
Hopewell Township	1	

Occupation:

Clerk typist	
Neighborhood Aid	
Borough Manager	
Minister	
Dir. Community Pro.	
Laborer	
Store Clerk	2
Teacher	2
Bookkeeper	
Planner	
Foreman	
Housewife	9
Engineer	
Dir. Gov. Agency	
Unknown	17

Location of Meetings:

Aliquippa	2
Beaver	1
Rochester	2

SECTION IV – A. 2

SECTION IV

INTER–COMMUNITY

Mr. John Nave, Miss Dixie Montogomery

Sessions:	3
Total Number Invited:	30
Total Number Attending:	21
Total Number of Youth:	14
Total Number of Adults:	7
Hours spent at Session:	1½ - 2 hours

Youth:

Education:

High school students	2
High school graduates	1
College students	10
High school drop-out	1

Race:

White	5
Black	
Unknown	9

Sex:

Female	3
Male	2
Unknown	9

Father's Occupation:

Doctor	2
Car Dealer	2
Professor	
Unemployed	1
Sales Manager	
Clothing Salesman	2
Banker	
Teacher	
Unknown	3

Mother's Occupation

Housewife	12
Cook	
Nurse	

Parents Education

High school graduate	11
Some college	5
College graduate	2
More than college	5

Untabulated - suggested college and high school - 6

Community of Residence:

Beaver Falls	8
Aliquippa	2
Beaver	2
Baden	1
New Brighton	1

Adults

Education:

College graduate	3
More than college	4

Race:

White	4
Black	3

Sex:

Male	2
Female	
Male and female	5

Married: 7

Age Range:

26-42	7

Number of Children:

Untabulated

Community of Residence:

Aliquippa
Rochester
Beaver Falls
Darlington
West Bridgewater
Beaver
New Brighton

Occupation:

Youth Worker
Millworker
Housewife
Unknown
Pharmacist
Social Worker
Seamstress

L Location of Meetings:

Geneva College	2
Beaver	1

SECTION IV – A. 3

INTER–CULTURAL
Mr. Richard Aveni, Karen Signorella

Sessions:	5
Location of Meetings:	
New Brighton	3
Freedom	1
Aliquippa	1
Total Number Invited:	70
Total Number Attending:	58
Number of Youth:	38
Number of Adults:	20
Hours spent in Session:	1 - 1¼ hours

Youth:

Education:	
High school students	37
Unanswered	1
Race:	
White	27
Black	10
Unanswered	1
Sex:	
Male	18
Female	11
Unanswered	9
Parents Education:	
Eighth grade and under	16
Some high school	18
High school graduate	23
Some college	6
College graduate	2
More than college	1
Unknown	9

Father's Occupation

- Machine Operator
- Koppers
- Police Guard
- Cook
- Car Inspector-Railroad
- Steelworker - 11
- Deceased - 1
- Minister
- Teacher
- Bricklayer
- Truckdriver
- Conductor-Railroad
- Mfg. Coordinator - 2
- Self-employed - 1

Mother's occupation:

- Housewife - 22
- Clerk - 5
- Hospital
- Public Assistance
- School District
- Unknown - 2
- Food Supervisor - 1
- Dry Cleaners - 2
- Cook
- Custodian
- Self-employed

Community of Residence:

- Aliquippa - 26
- Freedom - 3
- Unknown - 1
- New Brighton - 14
- New Sewickley Twp - 6

Adults:

Education

9th grade or less	1
High school graduate	7
College graduate	5
More than college	1
Unanswered	2

Race:

White	18
Black	2

Sex:

Male	13
Female	6
Unanswered	1

Married:	16
Single	4

Age Range:

22-30	3
30-40	9
40-50	5
50-70	3

Number of Children:

2 daughters	1
1 son, 3 daughters	1
1 son	2
3 daughters	2
1 daughter	2
1 son, 1 daughter	1
2 sons	1
1 son, 5 daughters	1
None	2
Unknown	5

Occupation:

Minister	3
Children's Home Director	2
Child Care Worker	4
Hospital	2
Case Worker	1
Self-employed	1
Teacher	1
Bank Teller	1
Rate Clerk, U.S. Steel	1
Steelworker	1
YMCA Consultant	1
Secretary	1
Credit Supervisor	1

Communityoof Residence:

New Brighton	6
Beaver Falls	2
Freedom	5
Aliquippa	6
Beaver	1

SECTION IV – B

SPECIAL PROJECT: HOME

The Home Committee, in an endeavor to reach the hard core poverty areas and the black community of this County, contacted the Community Action Committee of Beaver County. Through their efforts meetings were attended involving adults and youth in the poverty area of Aliquippa. The meetings attended were those in which representatives of various areas in a community met to discuss their specific problems. One group involved all adults, another involved all youth.

This committee also held a dialogue involving only college students to give the youth an opportunity to express themselves with their peers.

The County Women's Clubs were contacted by the Chairman of the Home Committee and a member of the Values Committee requesting individuals who would like to participate in a dialogue and who were verbally able to express themselves well. This was unreliable in regards to dialogue participants. It was very worthwhile in relation to publicity and explanation of the White House Conference.

PEER GROUP VALUES

SUB–COMMITTEE REPORT

Mr. Rolf Lotz, Adult Co-Chairman

Miss Peggy Reese, Youth Co-Chairman

Mrs. Shandel Gilbert, Recorder;
Beaver County Community College

FOREWARD

It all began innocently enough. This writer attended the initial County meeting in the fall of 1968 to express interest and to "learn what it was all about." Later came the assignment to The Peer Group Values Sub-Committee. To make a long story short, this writer was honored by being named chairman of the sub-committee.

It was an interesting challenge. Some aspects were disappointing; most were rewarding. For the most part, the sub-committee's work is done, but the challenge is not over. It probably has just begun. The reader will learn more of this challenge from the Recorder's report, particularly in the closing lines of the report.

The results of the dialogues as seen through the Recorder's report, seem inconclusive. Yet, much can be gained and learned from those sessions, for there are two or three main themes threaded throughout. One can only hope that we as citizens, and as a society, respond to the call of our youth.

Were the whole project to be done over, this writer would respond if asked again. It has been that rewarding. There were many who helped. In truth, this is their report.

The Sub-Committee held nine meetings prior to and during the dialogue sessions..

This report is a compilation of ten sub-committee reports; each of the reports summarizes the results of a dialogue between selected high school students and selected adults in Beaver County. While the educational and socio-economic backgrounds of the participants is important to a meaningful assessment of the dialogues, the manner in which this material is presented in the original reports makes non-subjective generalizations difficult. Therefore this summary will deal only with the results of the dialogues.

Sixty high school students and thirty-seven adults participated in the dialogues which took place in either one or two sessions for an average of 2 hours of discussion per group. Between six and ten people participated in each of nine group dialogues; in the tenth group there were

twenty-six participants. Of the sixty high school students, thirty-seven were female, twenty-three were male, fifty were white and ten were Black. There were twice as many adult women as adult men participating in the discussions. Of these adults, thirty were white and four were Black. Females predominated in the majority of the discussion groups.

Although the groups discussed a variety of topics, the "Generation Gap" clearly emerged as the subject of primary concern. A number of the groups defined the gap as a lack of communication between parents and their children; others saw it in terms of rebellion and hippies; but no matter what the definition, both the teenagers and adults felt the gap as the central problem. The groups saw two possibilities for eliminating or at least ameliorating the "Generation Gap": regular discussion groups of teenagers and adults under the auspices of church or school; regular discussions between parents and their children. Due to the failure of communication at home, some teenagers felt that their parents were more concerned with material sucess than with their children. Adults pointed out that the teenagers were wrong. However, the discussion proved the point that parents need to communicate more effectively with their children.

In the teenagers' concerns about school there were elements of the "Generation Gap" conflict, for the teenagers felt that the schools are not keeping up with the times. Some teenagers suggested that older teachers were not sympathetic to today's youth. Others stressed that changes in curricula were needed. The group discussions dealt with three major areas for change: sex education; American history; and the traditional classroom. A number of teenagers suggested that sex education in their high school was either non-existent or neglible. They recommended small group discussions so that they could ask questions. The group that was concerned with American racial and cultural history was the only group that had a large proportion of Black teenagers. While this topic was not discussed in the other groups, it was so significant to the inter-racial group that it must be considered as an area for change. The group recommended that

Americans must be taught the origin, history, development and accomplishments of both Blacks and whites, and that the races must be seen in their relationship to the rest of civilization. As concerned as one group was about cultural history, so was another group concerned about the "traditional classroom." These teenagers felt that the "traditional classroom" was outmoded and that it ought to be replaced. The development of a student oriented classroom would obviate two of the pressures present in the schools today: excessive homework and increasing competition for grades. One group suggested doing away with grades altogether. Among other changes discussed by the several groups were a need for teaching students motivation and a need to have younger, more capable teachers. Both of these suggestions dealt directly with the implications of a more student-oriented school.

While the "Generation Gap" and "School" were the central topics for the majority of the groups, the inter-racial group was most concerned with race relations and the ramifications of the civil rights movements. Two recommendations emerged as a result of the dialogue: First, a program should be set up to deal with the pros and cons of violence and to examine the place of violence in the American "way of life." Second, teenagers need to be made aware of the possibilities for change inherent in a democratic society. They must be shown on the community level that democracy does work, that real problems can be solved through the democratic process.

A number of other topics discussed briefly by the groups were: modernizing the church, drugs; sex and the movies; the Viet Nam War; the definition of and the relationship of success and maturity. Several groups were concerned about the lack of dances and supervised and recreational social activities for teenagers. In the only city where there was a community sponsored dance, it was a failure because of animosity between the Black and white teenagers who attended.

The reaction of the teenagers and adults to the discussions was positive. Although the adults were more reluctant to speak than the teenagers, both felt that the discussions were

meaningful. Many of the groups suggested that dialogues of this sort between teenagers and adults were one way to remedy the "Generation Gap."

The inter-racial group had the most difficulty. The discussion was as much a confrontation as a dialogue; it was full of hostilities that a chat cannot resolve. But the fact that the dialogue took place at all was encouraging to the participants.

One conclusion that will be drawn from the sub-committee reports is that white teenagers and Black teenagers have different problems. The white teenagers are concerned about their relationships to their parents and to the schools, however, they accept the institutions. Black teenagers confront the institutions and question the fabric of society. But another conclusion that must be drawn is the similarity between the two groups. Whether the teenagers discussed the "Generation Gap" or the schools or the race issue, whether they were white or black, beneath the discussion lay the command: Care about us. . .won't you. It was this imperative that united the sixty teenagers; so let it be the imperative that unites us to respond.

SECTION V – A

SPECIAL PROJECT

This is a special project conducted by the Rev. William Barger. It originally was intended to be a second dialogue session as had been mutually agreed upon at an earlier session. However. upon arrival the Leader was informed by the leader of the Church-sponsored Coffee House that the dialogue could not take place because of hostile attitudes and a deterioration of order. The Coffee House leader felt that the young people were on the verge of violence.

The dialogue Leader decided to remain and to record his experience and observations at the Coffee House in Beaver Falls, Penna. It is a place where Black and White high school young people assemble weekly on a weekday night.

On this particular Monday night about ninety [90] youth and about five [5] adults were in attendance. The group was observed for one and a half [1½] hours. Of the youth, there were 30 whites and 60 Blacks. The total group was about evenly divided between boys and girls.

The adults were comprised of 4 Whites and 1 Black; 1 female and 4 males. Three of the five were married. Two were from the city, two from residential areas, and the fifth presumably was from a rural setting. Of the five, two were clergy, one a laborer, one a youth worker, and one a college student.

The Leader and the other adults who were to participate in the aborted dialogue agreed to stay, mingle and observe in order to keep order and to record observations. The Leader then recorded their conclusions, and this report below records almost verbatim some of the Leader's comments.

Topics discussed included:

1. The pros and cons of an integrated youth program or community center.
2. The dilemma of young adult leadership who are able to relate most effectively to teenagers vs their lack of experience and immaturity.
3. The future of the black community: toward integration or Black power?
4. The role of the church and other culturally related groups to the Black/White conflict.
5. The problems of a regular on-going program with youth.

Needs uncovered:

1. Many Black people in discovering their "Black consciousness" and identity have become intense and sensitive to the attempts of White people to deal or to discuss their identity.
2. Strong, honest, trustworthy Black/White leadership must be developed in order to guide Black teens through their confusion. Their directions are not clear and they are being taken over by suspicion. Will our young people have a Black/White leadership or a Black or White leadership?

Recommendations to meet the needs:

1. Education and job opportunity for more Black people. They will only discover their rightful role in an integrated society as they experience and participate in it.
2. As much planning and working through the public schools as possible. We have to believe that education takes place through our educational institutions. Here teachers need as broad an exposure in social sciences and social dynamics as possible. Emphasis must be placed on education as a process and not a crash program. We must prepare our society to go through the crisis without panic or

resort to irrational "short cuts."

The leader also indicated that the following observations and evaluations were reached.

A. One of the things that brought on some of the hostility was the closing of the gymnasium which had been opened simultaneously with the Coffee House. However it had been recently closed due to abuses to the facilities and inadequate leadership. This brought a deprived, hostile group into the Coffee House.

B. The leader of the Coffee House program was in his early 20's; he had great success in relating to the young people last fall. His popularity continued until about the middle of February and then experienced a decline.

1. He apparently practiced a self-style honesty that he thought the young people would buy. It worked well as long as he was new and dynamic. In time he wore off and couldn't stay ahead of them. In trying to be more honest, he lost his "cool." He thought they would be loyal to what he had been, but young people are inclined to only support the things that are "in" and those who are "with it" in the present.

2. When the leader tried to reason with them, insisting that "it didn't matter to him what color they were," they hissed him. He no doubt thought that he had earned the right to be deliberate with them; what he didn't realize was that they were prepared to withdraw this right whenever they wanted to do so.

3. As an evaluation, there appears to be a dilemna: It would appear that young adults are best able to relate to today's teenage generation; however, in times of conflict and deterioration of order, they seem to lack the experience, maturity and respect to act responsibly in the situation.

C. It would appear that members of the Black community are at a stand still, a holding position, just waiting for their next direction to develop. There are struggles within the Black community: some of their leaders still believe that there is hope in integration while others are promoting Black power programs. These emphases are confusing to the Black young person. It causes them to suspect previously established programs and supported White leaders. Therefore, they won't quite give support and they won't quite take it away entirely. This is perhaps an indication of what's ahead for any program that would deal with the Black/White problems in our society.

D. This Coffee House program is church sponsored and directed by an independent Evangelical Christian Youth Ministry. Most of the young people who come to the Coffee House are from the immediate community, and for the most part are unchurched. Therefore, the Coffee House is really a community center and its church context is only tolerated because of the privileges it provides.

E. The Coffee House is open to the young people during the school year. This creates the problem of the "long haul." Its program, like any weekly program, has the problem of variety and growing mature leadership.

This special project report, while not actually a dialogue session, was included because of the number who were present and because the Leader's comments are worth noting. It should be understood, however, that it was one session, observed by several adults, with one adult recording their observations and conclusions. It should not be interpreted to be a Committee report or conclusion.

It is this writer's opinion that the project reflects some serious concerns facing our society today.

SECTION V – B

RECOMMENDATIONS

There was growth throughout this project. And this growth cannot be minimized by criticisms, either internal or external. But few of us, in doing things over, would do it over the same way. This project is no different.

Some recommendations for doing things differently are hereby included.

Mrs. Shandel Gilbert, our Recorder, offered four specific recommendations to the Chairman.

1. That the leaders be guided in principles of group discussion.
2. That the leaders be asked for explicit answers to questions on the forms.
3. That the sampling of teenagers be more representative of the population.
4. That the sampling of adults be more representative of the population and of a socio-economic structure.

These recommendations resulted from a lack of depth discussion or from a vague report. For example, a typical leader's report to the query regarding attitudes of youth during the discussion might be, "Excellent," or "All students were eager to talk." Most of the teens present were white females, leaving boys and blacks in the minority. For adults, the minority was men. The recorder felt that the topics discussed may not have been representative or reflective of a cross-section of the nation's youth. Topics such as the war in VietNam and racial tension were hardly touched generally. Racial concern was expressed fairly strongly in one group, the one with a large proportion of Blacks.

Of the eleven reports submitted by dialogue leaders, ten were compiled into a single report by the recorder. The other one was not a dialogue, per se, and is included in this report under the heading of "Special Report."

Of the ten, eight were from the Local Under-committee, and one each from the Inter-Cultural and the Inter-Community. It might have been helpful to have had more from the other two Under-Committees.

It might also be interesting to have a youth leader complete a report for a particular dialogue session along with an adult [but separate from the adult]. This might help to minimize biases or leader-feelings which inadvertently are included by leaders.

The above recommendations are submitted for consideration by the next Peer Group Values Sub-Committee Chairman, if there is one.

SECTION V — C

ACKNOWLEDGEMENTS

It is always difficult to give all acknowledgements that are due. Not all of the individuals can be named. There are those who participated in the dialogue sessions; there are always those behind the scenes; and there are organizations who have done things quietly and unnoticed.

This writer would attempt to name at least some of the many people and organizations who had some part in the project of this Sub-Committee.

If there is a place to begin, it is most likely with my Youth Co-Chairman, Peggy Reese, who was ever at my side. She took minutes for me, contacted various youth and school officials and attended meetings for and with me.

At that, Miss Reese and this writer would not have had any results were it not for the chairmen of the "Under-committees:" Mrs. Nora Waddell and her youth co-chairman, Miss Vicki Stroeter [Local Committee]; Rev. William Barger and his youth co-chairman, Henry Sulser [Inter-Cultural Committee]; and Mr. George McCoy and his youth co-chairman, Thomas Walker [Inter-Community Committee].

Many names of youth were forwarded to us by the County Coordinator from various schools within the County. Other organizations who submitted names include the Salvation Army, The Boy Scouts of America, The Girl Scouts of America, The Beaver County Community College, and The Beaver County Child Welfare Services.

Our thanks and appreciation go to all of the foregoing. It should be noted, however, that none of this would have been possible without the support and ever-present encouragement of Mrs. Sally Heckathorne, Coordinator for Beaver County. When things seemed to bog down,it was Mrs. Heckathorne who saw to it that the operation progressed. If she could not do it herself, she saw to it that Mrs. Joan Orr, her secretary, or Mr. David Cauley,her youth co-chairman, was there to help.

Another acknowledgement seems in order, namely to my family. They tolerated my attending meetings, tying up the phone and reading and writing reports. Their toleration was a great support to me.

Last, but not least, my thanks go to Mrs. Shandel Gilbert, who compiled a report from the leaders' dialog forms. She was given little time and consequently spent long, nighttime hours in response to our request.

To those who helped and who remain unnamed, my gratitude is just as sincere.

Credit for any success the Sub-Committee on Peer Group Values may enjoy should go to all of the above. Any faults, shortcomings and gaps remain the responsibility of the Chairman of the Sub-Committee, and his alone.

SECTION VI

PROJECT FOR CONTINUATION OF BEAVER COUNTY'S WORK FOR CHILDREN AND YOUTH

Thorough consideration was given to possible methods of following up the efforts of the Beaver County Committee on Children and Youth's preparation for the 1970 White House Conference.

Final agreement was that the Youth Advisory Council approach would best utilize our County Youth, would give them the leadership initiative for a follow-up project and be most receptive to our local community.

The Steering Committee decided to turn the organization of this project over to the two young people from our County who were appointed to the State Committee on Children and Youth.

The Steering Committee also agreed to serve as their Advisory Board until they were able to establish a workable organization and systematically choose their own advisory council.

Initial instructions to these two young people were:

1. To outline a structure for these Councils.
2. To establish a Purpose.
3. To search for responsible, adult sponsorship.
4. To move slowly and systematically.
5. To keep the public interested and informed by means of special projects, good publicity and the formation of a County Advisory Board.

SECTION VI – A

PLANS FOR ORGANIZATION OF YOUTH ADVISORY COUNCIL IN CENTRAL BEAVER COUNTY

By
David Cauley

Plans for the forming of a Youth Advisory Council for the Beaver, Rochester, Freedom, Monaca and Center Township areas will consist of [1] obtaining an adult organization to act as a sponsor -- possible sponsors are the Jaycees or Kiwanis. [2] Put an article in the paper announcing the forming of a Y.A.C. [3] Sending out letters and invitations to as many youth groups in the Y.A.C. area as possible to introduce the Y.A.C. to them and to invite them to an organizational meeting [to be held sometime in May]. [4] Having another article put in the paper inviting any youth group with the proper qualifications to the organizational meeting. [5] Have organizational meeting -- at this meeting we will form a Constitution Committee. define purposes of our Y.A.C., and discuss possible projects which will enable us to become socially accepted by the community. [6] Have a second meeting [about one month after the organizational meeting] -- at this meeting we can ratify the Constitution, elect officers and start plans for future projects.

SECTION VIII

CONCLUSION

In concluding the report, it cannot be over emphasized that the LAY APPROACH was used throughout and proved to be successful. This approach made the study more objective because it involved the "grass roots" opinions and minimized the interpretations of the results by "Professionals." It also enabled us to reach people heretofore not given a voice in most general areas of concern, and in many instances. removed participants inhabitions about "speaking their minds".

Communication:

Communication was generally good to excellent in all three preset areas. Regardless of the topic, some communication was always achieved.

The Dialogue approach was well received and enjoyed and there is every indication that participants want it to continue.

Communication became better as it moved from more personal to less sensitive areas of concern. It became better as it was used in inter-community groups as opposed to local community groups, probably because identification was not as great.

The ability to communicate did vary from one dialogue group to another. Possibly this was because of the leadership direction or the composition of the group.

Qualifications of our communication:

Adults were more reserved but did tend to dominate the discussion when they were in the majority [where discovered -- future % of adults used was reduced]. Sometimes the adults were defensive and even paternalistic, their interest. however. was high. The feeling did reoccur that youth were sometimes unrealistic in their approach and adults were wary of youth's ability to be responsible.

Youth were more responsive and enthusiastic. They tended to be distrustful of the adults' sincerity because of previous indifference and apathy they had encountered in adults. Youth's interest, however, was high. There was a general feeling that adults were not always consistent in their attitudes.

Blacks as a group were more hostile and defeated in their attitudes -- not toward particular groups or persons but more toward society in general. They seemed confused between the dictates of integration and Black Militancy. The result was that they vacilated between supporting and not supporting established programs and institutions.

Throughout the months of work, one theme was obvious -- all participants wanted to communicate, even when inhibited and they want to continue to communicate.

Both youth and adults want to be cared about and heard.

Our approach was successful because this implication prevailed throughout our work.

The "Dialogue" as a tool:

The dialogue was well received and there is a clear mandate to continue it. New avenues of communication were opened; concern and a willingness to help better the community were uncovered. The dialogue structure gave youth the needed incentive to "open up." In fact, we found that the informational dialogue sessions stimulated interest in other groups not directly connected to our work and, further, that several dialogues have been continuing on an informal basis outside our structure.

Our structure, as outlined in Section II, A, while a good approach, was not followed consistently. The differences in approach and conclusions of the three sub-committees reflect this. In our approach, topics could be uncovered but few could be explored in depth.

The following recommendations would make the dialogue a more effective tool if a more scientific study was desired:

1. Direction more clearly defined.
2. Composition of group more precisely determined.
3. Data of participants more precisely determined.
4. Leadership better trained.
5. Group reporter more objective.
6. Trained observer of proceedings present.

If concrete action is to follow dialogue:

1. Dialogues must continue longer in length of time session held and over a greater span of time.
2. Topics must be probed more deeply.
3. Better cooperation, understanding and mutual respect among all segments of the community is a necessity -- including government, educational institutions, political structures, family units.

Some groups used in dialogues did notenhance the study but gave great publicity to the White House Conference.

Topics most often discussed:

A. Generation Gap [obviously apparent]

1. Homes
2. Schools

Recommendations for improvement in:

1. Homes --

-more regular discussion between children and their parents

-more regular discussion between unrelated teens and adults
[under auspices of church or school or other neutral atmosphere]

2. Schools --

-teachers: better trained and more oriented to current tensions

-curriculum: more relevant and more electives

-schools: more student-oriented with greater concern for the individual student as opposed to the mass approach.

B. More Recreation and Social Facilities are needed.

This need was voiced universally throughout the dialogues.

C. Sex Education in the Schools

Recommendation: Sex education should be thoroughly studied and a long-range plan developed to:

1. what depth of subject should be pursued?

2. where should the subject be pursued?

3. what age level should be included?

D. The View of Authority

Youth does not accept authority at its face value, but rather feels that respect clearly must be earned in the home, the educatinnal structure and the political process.

Adults generally accept authority without question and do tend to be apathetic at this level.

This particular area definitely relates back to the " generation gap."

E. Education per se

1. There are not enough vocational and technical opportunities.
2. There is too much pressure and emphasis on college education.
3. There is poor or inadequate counseling in the high schools.

Topics Avoided

Probably because the subjects were too sensitive or there was not enough time to develop an atmosphere conducive to discussing them, the following topics were not discussed:

1. Drugs
2. War in Viet Nam
3. Draft
4. Racial Tension
5. Moral Values
6. Religion
7. Parent-child relationships
8. The Welfare System

Needs Continuously Expressed were:

1. More recreational and social activity centers.
2. More job opportunities of youth.
3. More job opportunities and educational opportunities for Black Youth.
4. More technical and vocational programs.
5. More opportunities to develop comprehensive understanding between youth and adults in all areas of life.

Perhaps the major benefit derived from our efforts will not be merely in the recommendations obtained to institute change, but rather will be the creation of new avenues of communication and the experiences and understanding stimulated by this particular approach.

Sally G. Heckathorne
County Adult Co-Chairman

Joan W. Orr
Secretary

SECTION VIII – A

COUNTY COMMITTEE MEMBERSHIP LIST

Mrs. Enid Adams
Beaver Falls News-Tribune Reporter

Mr. Anthony Alam
Executive Director of Beaver County Community Action Committee
Home Sub-Committee

Mr. Richard Aveni
Director of Beaver County Children's Home
Home Sub-Committee

Rev. William C. Barger
Pastor, Park United Presbyterian Church
Peer Group Values Sub-Committee

Rev. Dan E. Bastin
Minister to Industry
Peer Group Values Sub-Committee

Dr. Irving Bennett
Layman
Education Sub-Committee Co-Chairman

Mrs. Sally Bissell
Layman
Education Sub-Committee

Dr. John O. Bolvin
Associate Director of Learning Research & Development Center,
Associate Professor of Research of the University of Pittsburgh
Steering Committee, Structural Coordinator

Miss Sue Campbell
Youth
Home Sub-Committee Co-Chairman

Mr. David Cauley
Youth
County Co-Chairman

Mrs. Louise T. Chaney
Beaver County Times Reporter
Steering Committee, Publicity Director

Mrs. Donald Ciotti
Layman
Home Sub-Committee

Rev. Melvin Clark
Pastor, Church of God, Aliquippa
Peer Group Values Sub-Committee

Mr. Clifford Conklin
Layman
Peer Group Values Sub-Committee

Mr. Dwayne Cooper
Layman
Peer Group Values Sub-Committee

Mrs. Frank Cuspard
Layman
Home Sub-Committee

Mrs. Virginia Dawson
Executive Director of Mental Health Society
Home Sub-Committee

Mr. Andrew Dolnack
Catholic Welfare Service
Home Sub-Committee

Mr. Richard Fusco
Executive Director of United Funds of Beaver County
Education Sub-Committee

Mrs. O. Howard Heckathorne, Jr.
Layman
County Co-Chairman

Dr. O. Howard Heckathorne, Jr.
Layman
Peer Group Values Sub-Committee

Miss Nadine Holovach
Reporter, Beaver County Times

Mrs. Roberta Holt
Director, Beaver County Child Welfare Services
Home Sub-Committee

Mrs. Elwood T. Hughes
Layman
Education Sub-Committee

Mrs. N. William Hurtt
Layman
Home Sub-Committee Co-Chairman

Mr. Leland Johnson
Executive Director, Beaver Valley YMCA
Peer Group Values Sub-Committee

Mrs. Charles Knox
Layman
Home Sub-Committee

Mr. Harry Levine
Youth
Education Sub-Committee Co-Chairman

Mr. Rolf Lotz
Chief Juvenile Probation Officer at Allencrest
Peer Group Values Sub-Committee Co-Chairman

Miss Helen McCandless
Executive Director, Beaver County Board of Assistance
Home Sub-Committee

Mrs. Ann McIntyre
Executive Director, Beaver County Mental Hygiene Clinic
Home Sub-Committee

Mr. George McCoy
Layman
Peer Group Values Sub-Committee

Mr. Ernest B. McNitt
Administrator, Domestic Relations Department of Beaver County
Home Sub-Committee

Mr. Tom Martin
Youth
Home Sub-Committee

Mr. Ralph L. Meador
Program Administrator, Mental Health and Retardation
Peer Group Values Sub-Committee

Miss Dixie Montgomery
Youth
Home Sub-Committee

Mrs. Margaret Moss
Manager, United Action Center; Youth Advisor, Beaver Valley Branch, NAACP
Home Sub-Committee

Dr. Richard Myers
Supervisor of Special Education of Beaver County Schools
Education Sub-Committee

Mr. John A. Nave
Layman
Home Sub-Committee

Mrs. Joan Orr
Layman
Steering Committee, Secretary

Capt. Thomas C. Pugh
Commanding Officer of Rochester Corps, Salvation Army
Peer Group Values Sub-Committee

Miss Peggy Reese
Youth
Peer Group Values Sub-Committee Co-Chairman

Mr. James Ross
County Commissioner

Mrs. Nancy Sairs
Psychiatric Social Worker
Education Sub-Committee

Judge Ralph Scalera
President Judge, Beaver County

Miss Karen Signarella
Youth
Home Sub-Committee

Mr. Keith Smith
Representative to State Committee on Children & Youth
Youth
Steering Committee

Miss Mildred Smolkovich
Executive Director, Beaver County Children's Aid and Family Service
Steering Committee, Liaison with Professional People

Miss Vicki Stroeter
Youth
Peer Group Values Sub-Committee

Mr. Henry [Chip] Sulser
Youth
Peer Group Values Sub-Committee

Mrs. Gertrude Trobe
Director of Women's Activities, WBVP

Mrs. John A. Waddell, Jr.
Layman
Peer Group Values Sub-Committee

Mr. Thomas Walker
Youth
Peer Group Values Sub-Committee

Mr. Bernard Wallace
Layman
Peer Group Values Sub-Committee

Mr. Leonard Ware
Layman
Home Sub-Committee

Miss Mildred J. Young
Layman
Education Sub-Committee

SECTION VIII – B

COUNTY ORGANIZATION USED

Beaver County Community Action Committee
Beaver County Children's Home
Beaver County Child Welfare Services
Beaver County Juvenille Probation Office
Beaver County Mental Hygiene Clinic
Beaver County Domestic Relations Department
Beaver County Mental Health & Retardation Association
Beaver County Special Education Division
Beaver County Children's Aid & Family Service
Beaver County Mental Health Society
Beaver County Board of Assistance
Beaver County Community College
Beaver County Council of Churches
Beaver County School Office
Catholic Welfare Service
One-Way Coffee House, Aliquippa
Women's Association of Beaver-Butler Presbytery
Salvation Army [3 branches]
Boy Scouts
Girl Scouts
NAACP
United Action Center
United Fund
League of Women Voters
Governor's Branch Office, Aliquippa
Quota International
Key Club International
Beaver County Federation of Women's Clubs
4-H
Geneva College
Penn State - Beaver Campus
State Bureau of Vocational Rehabilitation
Allied Youth
Rainbow Girls
Westinghouse Electric Corporation
All high school principals and guidance counselors in Beaver County
PTA
Evangelical Christian Youth Ministry Coffee House
Friendly House, Aliquippa
YMCA

SECTION VIII – C

NEWSPAPER RELEASES

Beaver County Committee Preparing
for White House Conference on
Children and Youth

Louise T. Chaney, Publicity Director

MRS. HECKATHORNE
. . .County Chairman. . .

Mrs. Heckathorne Leads County Study On Youth

OCT 24 1968

The appointment of Mrs. O. Howard Heckathorne, Beaver, to lead the Beaver County preparation for the 1970 White House Conference on Children and Youth has been announced by Hon. Arthur F. Sampson, Secretary of Administration, and Chairman of the Governor's Council for Human Services.

As Beaver County chairman for the 1970 White House conference, Mrs. Heckathorne will involve county citizens, both adults and youths, during the coming months in activity leading to a report to the governor at the Governor's Conference on Children and Youth on Oct. 7, 1969, in Harrisburg, to precede the national White House Conference in Washington, D.C. in 1970.

A departure from the format of previous conferences, which are held each decade on call of the president, the focus will be on participation of youths with adults on the county and state committees to look afresh at what society can and should strive toward in regard to education, the home, and what effect changing values are having on our aims and priorities. Rather than an inventory of services, the County Report will be an articulation of these aims and priorities for the next decade.

* * *

WITH THIS focus, the Beaver County Committee for the 1970 White House Conference will be comprised of both youths and adults to be appointed to a steering committee and three sub-committees by Mrs. Heckathorne. She will also appoint a youth as her co-chairman for the county activity.

As the Beaver County preparation got under way this week, Mrs. Heckathorne met with Mrs. Leon B. Wohlgemuth of Sewickley, formerly of Beaver, who is serving on the State Committee for Children and Youth as Regional Coordinator for the counties in southwestern Pennsylvania. She was the Chairman of the Beaver County activity for the 1960 White House Conference, following which Beaver County was nationally recognized as being the first county in the United States to achieve all major recommendations of their Report to the White House Conference.

Mrs. Heckathorne, wife of Beaver dentist, Dr. O. Howard Heckathorne, is a businesswoman, as well as mother of three children, and is involved in community and civic affairs. A graduate of Michigan State University with a degree in business administration, she is a real estate broker and insurance salesman for the Bob Garvin Agency in Beaver. She has been involved in many community activities.

As White House Conference activity gets into full swing in the coming weeks in Beaver County, Mrs. Heckathorne will be calling together a variety of interested and involved citizens to plan for the coming months of concentrated attention to the situations which enhance or inhibit youth's opportunities.

PREPARE FOR CONFERENCE — Mrs. O. Howard Heckathorne, seated right, Beaver, chairman, discusses plans for the 1970 White House Conference of Children and Youth, with several members of the advisory committee. They include, seated from left, Mrs. Samuel Orr, Beaver, program director of the Student Union of Duquesne University, Pittsburgh, committee secretary, and Mrs. Louise T. Chaney, Beaver Falls, reporter, Beaver County Times; standing, Richard Aveni, director of Beaver County Children's Home, New Brighton; Bernard Wallace, Aliquippa, special education teacher at Aliquippa High School and administrative assistant at Church of God, Aliquippa, and Ralph Scalera, president judge of Beaver County Courts.

Subcommittees Named For White House Youth Confab

Chairmen of three subcommittees have been named by the Beaver County committee preparing for the 1970 White House Conference on Children and Youth.

They are Dr. Irving Bennett, Beaver Falls optometrist, education subcommittee; Mrs. N. William Hurtt, Beaver, subcommittee on the home, and Bernard Wallace, Rochester, special education teacher at Aliquippa High School, youth values committee.

Mrs. O. Howard Heckathorne, Beaver county chairman, led a meeting of the steering committee Thursday in Beaver.

Robert P. Haigh, of the Governor's Council for Human Services, Harrisburg, said the county committee is to have 35 to 50 percent of youth participating and expressing areas of concern with adults participating to react to the proposed areas.

*

THE steering committee includes David R. Cauley, son of Mr. and Mrs. Russell S. Cauley, Brighton Township, junior chairman; Mrs. Samuel Orr, Beaver, secretary; Dr. John O. Bolvin, Beaver, structural coordinator; Mildred Smolkovich, Borough Township, agency liaison; Mrs. Louise T. Chaney, Beaver Falls, publicity director, and O. Howard Heckathorne, Beaver. Other junior chairmen will be named at a later date.

A meeting of the county-wide committee will be held Nov. 21 at 7:30 p.m. in Guild Hall, Park United Presbyterian Church, Beaver, followed by subcommittee meetings.

Project On Youth Underway

OCT 24 1968

Local plans were kicked off for the 1970 White House Conference on Children and Youth Wednesday at a meeting in Park United Presbyterian Church, Beaver.

Mrs. O. Howard Heckathorne, Beaver County chairman, said focus for the project will be "Education, Home, and Youth Values." Preparing the dialogues for the focus will be youths and adults from all walks of life in Beaver County communities.

(story on Mrs Heckathorne — Page 2)

The committee will be comprised of a steering committee, assisted by sub-committees and a county committee, with the assistance of research personnel from various fields of service. Theme for the dialogue is "Once a Decade."

Advisory committee members at Wednesday's meeting were Tony Alam, excutive director, Community Action Committee for Beaver County; Richard Aveni, director of Beaver County Children's Home, New Brighton; Rev. William C. Barger, pastor of Park United Presbyterian Church, Beaver; Rev. Dan Bastin, director of One-Way Coffee House, Aliquippa, and minister to industry; Dr. John O. Bolvin, Beaver association director of learning research and development center and associate professor of research of the University of Pittsburgh.

David Cauley, son of Mr. and Mrs. Russell F. Cauley, Brighton Township, and vice president of Student Council of Beaver Area High School, student co-chairman of the conference committee; Mrs. Louise T. Chaney, reporter, Beaver County TIMES; Mrs. L. Donald Ciotti, Beaver Falls, president of the Women's Associatioon of Beaver-Butler Presbytery;

Dwayne Cooper, Midland, industrial engineer of District 20, United Steelworkers of America; Mrs. Roberta Holt. Borough Township, director of Beaver County Child Welfare Services; Mrs. Elwood T. Hughes, teacher in Beaver Area Schools and Beaver County leader of the 1950 White House Conference.

Rolf Lotz, chief juvenile probation officer at Allencrest, Brighton Township; Mrs. Ann McIntyre, Brighton Township, executive director of Beaver County Mental Hygiene Clinic; Ernest B. McNitt, administrator of Domestic Relations Department of Beaver County; Ralph Meador, Patterson Heights, program administrator of Mental Health and Retardation; Mrs. Nacy Sairs, Coraopolis, psychiatric social worker representing Dr. Richard Meyers, supervisor of special education of Beaver County Schools.

John Nave, John Nave, Sewickley, stockbroker with Babbitt, Meyers and Waddell; Mrs. Samuel Orr, Beaver, program director of Student Union of Duquesne University, Pittsburgh; Mrs. Capt. Thomas Pugh, assistant commanding officer of the Rochester Corps, Salvation Army; Mrs. Sally Bissell, Beaver, chairman of the education committee of the League of Women Voters; Robert G. Redelfs, superintendent of the metallurgical control department at St. Joseph Lead Co. and member of Beaver Area School Board.

Ralph Scalera, president judge of Beaver County Court, Bernard Wallace, special education teacher at Aliquippa High School and administrative assistant of the Church of God in Christ, Aliquippa. He represented Rev. Melvin Clark, pastor. Mildred Young, primary special education teacher in Aliquippa Schools.

Participating also in the meeting were Dr. O. Howard Heckathorne, a Beaver dentist and husband of the Beaver County chairman, and Nadine Holovach, reporter of the TIMES.

Judge Scalera said many advances have been accomplished through work of former conferences. He served the Pennsylvania Governor's Council for several terms.

Mrs. Leon B. Wohlgemuth, Sewickley, chairman of the 1960 Beaver County Conference and regional coordinator of the Pennsylvania Committee for Children and Youth, is in charge of the conference in counties of the southwestern Pennsylvania area.

The steering committee will meet Nov. 7 and first county meeting will be Nov. 21.

OCT 26 1968

County Meeting to be Held

White House Conference Group Maps Local Plans

Mrs. O. H. Heckathorne of Beaver, newly-named Beaver County chairman for the 1970 President's White House Conference on Children and Youth, met with her steering committee with her steering committee to map local plans, at Park United Presbyterian Church, Beaver.

She said focus for the project will be "Education, Home and Youth Values," and preparing dialogues for the focus will be youth and adults of Beaver County communities.

Mrs. Heckathorne said the committee will be comprised of a steering committee, assisted by subcommittees and a county committee, with the assistance of research personnel from various fields of service. Theme for the dialogue is "Once a Decade."

Advisory committee serving at the initial meeting included Tony Alam, executive director of the Beaver County Community Action Committee; Richard Aveni, director of Beaver County Children's Home, New Brighton; Rev. William C. Barger, pastor of Park United Presbyterianc Church, Beaver; Rev. Dan Bastin, director of one-Way Coffee House, Aliquippa and minister to industry; Dr. John Bolvin, Beaver, associate director of learning research and development center and associate professor of research of the University of Pittsburgh;

David Cauley, son of Mr. and Mrs. Russell F. Cauley, Brighton Township, and vice president of student council of Beaver Area High School, student co-chairman of the conference committee; Mrs. Louise T. Chaney, reporter, Beaver Falls; Mrs. L. Donald Ciotti, Beaver Falls, president of the Women of Beaver-Butler Presbytery; Dwayne Cooper, Midland, Industrial engineer of District 20, United Steelworkers of America; Mrs. Roberta Holt, Borough Township, director of Beaver County Child Welfare Services; Mrs. Elwood T. Hughes, Beaver, teacher in Beaver Area Schools and Beaver County leader of the 1950 White House conference.

Rolf Lotz, Beaver chief juvenile probations officer at Allencrest, Brighton Township; Mrs. Ann McIntyre, Brighton Township, executive director of Beaver County Mental Hygiene Clinic; Ernest B. McNitt, administrator of Domestic Relations department of Beaver County; Ralph Meador, Patterson Heights, program administrator of mental Health and Retardation; Coraopolis, psychiatric social worker, Mrs. Nancy Sairs, representing Dr. Richard Meyers, the supervisor of special education of Beaver County Schools.

John Nave, Sewickley, stockbroker with Babbitt, Meyers and Waddell; Mrs. Samuel Orr, Beaver, program director of Student Union of Duquesne University; Mrs. Capt. Thomas Pugh, Beaver, assistant commanding officer of the Rochester Corps, Salvation Army; Mrs. Sally Bissell, Beaver, chairman of the education committee of the League of Women Voters; Robert G. Redelfs, superintendent of the metallurgical control department at St. Joseph Lead Co., and member of Beaver Area School Board;

Ralph Scalera, president judge of Beaver County Courts; Bernard Wallace, Aliquippa special education teacher at Aliquippa High School and administrative assistant of the Chruch of God in Christ, Aliquippa, and Mildred Young, Aliquippa, primary special education teacher at Aliquippa Schools. Participating also in the meeting was Dr. O. Howard Heckathorne, a Beaver dentist and husband of the Beaver County chairman.

Judge Scalera said many great advances have been accomplished through work of former conferences. He is a member of the governor's council of the project.

Mrs. Heckathorne said notable results from former White House conferences included the creation of a children's bureau, enactment of child labor laws, development of a federal-state program for maternal and child health services, federal aid to education and creation of an interdepartmental committee on children and youth, council of national organizations for children and youth, national council of state committees for children and youth.

Mrs. Leon B. Wohlgemuth, Sewickley, chairman of the 1960 Beaver County conference and regional coordinator of the Pennsylvania Committee for Children and Youth, is in charge of counties of the Southwestern Pennsylvania area.

The steering committee will meet Nov. 7 and first county meeting will be Nov. 21. Place and time will be announced.

MEMBERS OF BEAVER COUNTY STEERING COMMITTEE for the 1970 White House Conference on Children and Youth recently met with Mrs. O. H. Heckathorne, seated at the extreme right, who will head the county conference committee. Seated from the right, are Mrs. Samuel Orr, Beaver, program director of the student union of Duquesne University, Pittsburgh, committee secretary; and Louise T. Chaney, Beaver Falls. Standing, from the left, are Richard Aveni, director of Beaver County Children's Home, New Brighton; Bernard Wallace, Aliquippa, special education teacher at Aliquippa High School and administrative assistant at Church of God, Aliquippa; and Ralph Scalera, president judge of Beaver County courts.

OCT 31 1968

DAVID R. CAULEY, son of Mr. and Mrs. Russell F. Cauley, Crest Drive, Brighton Township, has been named junior chairman of a committee preparing for the 1970 White House Conference on Children and Youth. His appointment has been announced by Mrs. O. Howard Heckathorne, Beaver, county chairman.

The youth, is a junior at Beaver Area High School, where he serves as vice president of the Student Council and is a member of the Spanish Club. He attends SS. Peter and Paul Catholic Church and serves its Catholic Youth Organization.

Son of the controller of Z and L Lumber Co., Pittsburgh, David is a partime employe of Beaver Supermarket, and upon graduation from high school, plans to study medicine.

A-9 BEAVER COUNTY (PA.) TIMES
FRIDAY, NOVEMBER 1, 1968

JUNIOR CHAIRMAN — David R. Cauley, son of Mr. and Mrs. Russell F. Cauley, Brighton Township, has been named junior chairman of the Beaver County Committee preparing for the 1970 White House Conference on Children and Youth. His appointment was announced by Mrs. O. Howard Heckathorne, Beaver, county chairman. A junior at Beaver Area High School, Cauley is vice president of student council and the Spanish Club. He is a member of SS. Peter and Paul Catholic Church, Beaver, and its Catholic Youth Organization. A part-time employe of Beaver Supermarket, Cauley plans for a major in medicine after graduation from high school.

Nov 8 1962

PLANS ADVANCED—Robert P. Haigh, right, Harrisburg, member of the Governor's Council for Human Services, meets with members of the Beaver County committee preparing for the 1970 White House Conference on Children and Youth. Others are, from left, Mrs. O. Howard Heckathorne, Beaver, (seated), county chairman; Mildred Smolkovich, Brighton Township; David R. Cadley, Brighton Township; Dr. John Boivin, Beaver, and Mrs. N. William Hurtt, Brighton Township.

Planning White House Parley 11/9/68

Governor's Council Representative Addresses Steering Committee Here

Robert P. Haigh of the Governor's Council for Human Services, Harrisburg, was speaker at a meeting Thursday of the Beaver County steering committee preparing for the 1970 White House Conference on Children and Youth in the conference room of the Bob Garvin Agency, Beaver.

Haigh explained purpose of the conference, and said area young people will assist with preparation of the dialogues.

Pennsylvania theme for the project is "Education, the Home and Values of Youth."

Named as sub committee leaders were Dr. Irving Bennett, Beaver Falls, education; Mrs. N. William Hurtt, Beaver, home, and Bernard Wallace, Rochester, a special education teacher at Aliquippa High School, youth values.

The steering committee is composed also of David R. Cauley, son of Mr. and Mrs. Russell T. Cauley, Brighton Township, junior chairman; Mrs. Samuel Orr, Beaver, secretary; Dr. John O. Bolvin, Beaver, structural coordinator; Mrs. Louise T. Chaney, Beaver Falls, publicity director; Mildred Smolkovich, Borough Township, agency liason; O. Howard Heckathorne, Beaver, and junior chairmen to be named later.

A meeting of the county-wide advisory committee will be Nov. 21 at 7:30 p.m. in guild hall of Park United Presbyterian Church, Beaver. Subcommittee leaders will conduct individual meetings following the main business session.

11/20/68

Author To Speak

Gweneth Zarfoss of the Council for Human Services, Harrisburg, will be speaker at a county wide committee meeting of the Beaver County committee preparing for the 1970 White House Conference on Children and Youth. It will be Thursday at 7:30 p.m. in Guild Hall of Park United Presbyterian Church, Beaver.

Mrs. Zarfoss, a former employe of Pearl Buck, is the author of several books.

Nov. 23, 1968

White House Unit Junior Chairmen Are Appointed

When the Beaver County Committee of the White House Conference on Children and Youth met in Guild Hall of Park UP Church, Beaver, Mrs. O. Howard Heckathorne, Beaver, explained procedure to be followed in preparing dialogues for presentation.

David McCauley, Brighton Township, junior chairman, discussed youths' role in preparing the dialogues. Focus will be on what society can and should strive toward in regard to education, home and youth values.

Junior subcommittee chairmen named were Sue Campbell, Beaver Area sophomore, to assist Mrs. N. William Hurtt, Beaver, home subcommittee chairman, Harry Levine, sophomore at Pennsylvania State University, to assist Dr. Irving Bennett, Beaver Falls education sub-committee chairman; and Bernell Slappy, Aliquippa high school senior, to assist Bernard Wallace, youth values chairman.

Mrs. Gweneth Zarfoss, special assistant on the Governor's Council for Human Services, Harrisburg, presented procedures for identification of priorities for the committee to follow.

They include essential changes or improvements needed; time factor involved in making such a change; most important population group in need of help; groups needed to bring about changes; more study of categories of recommendations, etc.

A dialogue of youth under the direction of McCauley was held with participants from United Action Center, Beaver Falls; Sign of Fish coffee house, Beaver Falls; Beaver Area Young Life Association and Explorer Scouts.

Subcommittee meetings followed.

Jan. 13, 1968

PREPARE FOR CONFERENCE — Mrs. O. Howard Heckathorne, seated left, Beaver, and David R. Cauley, seated right, Brighton Township, chairmen of the Beaver County Committee preparing for the White House Conference of Children and Youth, discuss dialogue plans with three youth division co-chairmen. They include, standing from left, Harry Levine, Beaver Falls, education subcommittee; Sue Campbell, Brighton Township, home, and Peggy Reese, Beaver Falls, peer youth values. Plans for future activities of the committee were discussed at a meeting Wednesday in the Bob Garvin Agency, Beaver. Mrs. Heckathorne is general chairman and Cauley is youth chairman.

Feb. 3, 1969

Regional Coordinator Guest

White House Conference Committee Advances Plans

Beaver County Committee preparing for the 1970 White House Conference on Children and Youth advanced plans at its meeting last week in Park United Presbyterian Church, Beaver.

Benjamin Griffith, Bethel Park, regional coordinator for the conference, was a guest. He said dialogues of various committees preparing for the event should be held in informal settings as often as possible and the project should focus on the future by anticipating needs of the future.

Griffith said Carnegie-Mellon, Pittsburgh, plans to film a dialogue to be available to various counties. Plans for the pilot project and ideas for its structure were obtained by Griffith when he attended a dialogue of Dr. Irving Bennett, Beaver Falls, education division chairman for the Beaver County committee.

Mrs. O. Howard Heckathorne, general chairman, said the county committee proposes to open avenues of communication between adults and youths of all socio-economic, racial and ethnic backgrounds; to evaluate the effectiveness of dialogue for groups with varying mixture of adults, youth, socio-economic, racial and ethnic backgrounds; to isloate and identify areas of concern as they come from the youth; to make recommendations for implementing change where needed. It hopes to arouse and inform the general public, the health and welfare agencies and the political structures with authority to effect a change; to make available to the Governor's Council for Human Services the knowledge youth and adults can provide about their community, and to establish some vehicle to carry on the work when the Conference preparation is over in order that the results might be utilized and brought to a fruitful conclusion.

Dr. Bennett said he had a successful pilot dialogue recently at Beaver Falls and prepared summaries of the subjects discussed and information on the participants.

John Nave and Richard Aveni said two dialogues were held on youth values with two different groups participating in the sessions, and Mrs. Frank Cuspard, home senior co-chairman, and Tom Martin, junior chairman, said they had one dialogue in the home division. Presently preparing for dialogues are Rolf Lotz, Rolf Lotz, youth values senior chairman, and Peggy Reese, junior youth values chairman.

Residents and youth of Beaver County wishing to participate in the dialogues may contact her at 1020 River Road, Beaver, or telephone her at 774-7512.

2/3/69

Committee Planning Informal Dialogues

Beaver County committee preparing for the 1970 White House Conference on Children and Youth advanced further plans at its meeting Thursday in guild hall of Park United Presbyterian Church, Beaver.

Benjamin Griffith, Bethel Park, regional coordinator for the conference, was a guest. He said dialogues of various committees preparing for the event should be held in informal settings as often as possible and the project should focus on the future by anticipating needs of the future. He said he sees "society" as another major influence on youth.

Griffith said Carnegie-Mellon University, Pittsburgh, plans to film a dialogue to be available to various counties. Plans for the pilot project and ideas for its structure were obtained by Griffith when he attended a dialogue of Dr. Irving Bennett, Beaver Falls, education division chairman for the Beaver County committee.

Mrs. O. Howard Heckathorne, general chairman, said the county committee proposes to open avenues of communication between adults and youths of all socio-economic, racial and ethnic backgrounds; to evaluate the effectiveness of dialogue for groups with varying mixture of adults, youths, social-economic, racial and ethnic backgrounds; to isolate and identify areas of concern as they come from the youth; to make recommendations for implementing change where needed; to arouse and inform the general public, the health and welfare agencies and the political structures with authority to effect a change; to make available to the Governor's Council for Human Services the knowledge youth and adults can provide about their community, and to establish some vehicle to carry on the work when the Conference preparation is over in order that the results might be utilized and brought to a fruitful conclusion.

Dr. Bennett said he had a successful pilot dialogue recently at Beaver Falls and said he prepared summaries of the subjects discussed and information on the participants. He said another dialogue will be conducted by his youth co-chairman, Harry Levine, Beaver Falls, Jan. 19. Assisting Dr. Bennett is Duffy Antonucci, Aliquippa.

* * *

JOHN NAVE, Sewickley, and Richard Aveni, New Brighton, said two dialogues were held on youth values with two different groups participating in the sessions, and Mrs. Frank Cuspard, West Bridgewater, senior co-chairman, and Tom Martin, junior chairman, said they held a dialogue in the home division subcommittee. Presently preparing dialogues are Rolf Lotz, Beaver, youth values chairman, and Peggy Reese, Beaver Falls, youth values junior chairman.

Mrs. Heckathorne said residents and youth of Beaver County wishing to participate in the various dialogues may contact her at 1020 River Road, Beaver, or telephone her at 774-7512.

2/15/69

Group Prepares Conference

Beaver County Committee preparing for the 1970 White House Conference on Children and Youth heard a dialogue by Dr. Irving Bennett, Beaver Falls, in the library of Seton Hall of the Beaver Falls unit of United Hospital

As Dr. Bennett gave the dialogue in one room, members viewed it on video tape through closed circuit television.

The tape will be presented Monday at 7:30 p.m. in the grand jury room of the Courthouse, Beaver. A similar dialogue will be held at the same time under direction of Mrs. Frank Cuspard, West Bridgewater. Dr. Bennett is education division chairman for the committee and Mrs. Cuspard, senior chairman of the home division subcommittee.

* * *

THE TAPING was directed by Jack Elliott, president of Elliott Video Enterprises, Gibsonia, in cooperation with Milton Appleyard, executive director of United Hospital.

Carnegie-Mellon University, Pittsburgh, also plans to film a dialogue to be available to various counties.

Mrs. O. Howard Heckathorne, committee general chairman, said she received notice that the Beaver County committee is the most progressive of the 67 Pennsylvania counties preparing for the 1970 conference.

Assisting Dr. Bennett with the dialogue was Harry Levine, Beaver Falls, education youth co-chairman. Participating were four adults, two students of Beaver Campus of Pennsylvania State University, and five Beaver Falls Area High School students.

2/15/69

Children & Youth Dialogue to Be Viewed on Monday

Beaver County Committee preparing for the 1970 White House Conference on Children and Youth viewed a dialogue under direction of Dr. Irving Bennett, Beaver Falls, at its meeting in the library of Seton Hall of the Beaver Falls Unit of United Hospital. As Dr. Bennett was conducting the dialogue in one room, members were viewing it on video tape through closed circuit television.

The tape will be presented at dialogues of Dr. Bennett Monday at 7:30 p.m. in the grand jury room of the courthouse, Beaver. A similar dialogue will be held at the same time under direction of Mrs. Frank Cuspard, West Bridgewater. Dr. Bennett is education division chairman for the committee and Mrs. Cuspard, senior chairman of the home division subcommittee.

The taping was under direction of Jack Elliott, president of Elliott Video Enterprises, Gibsonia, in cooperation with Milton Appleyard, executive director of United Hospital.

Carnegie-Mellon University, Pittsburgh, plans also to film a dialogue to be available to various counties from ideas for its structure obtained from Dr. Bennett by Benjamin Griffith, Bethel Park, regional coordinator for the conference.

Mrs. O. Howard Heckathorne, committee general chairman, said she received notice that the Beaver County committee is the furthest advanced in its preparations of the 67 Pennsylvania counties preparing for the 1970 conference.

Assisting Dr. Bennett with the dialogue was Harry Levine, Beaver Falls, education youth co-chairman. Participating were four adults, students two of Beaver Campus of Pennsylvania State University, and five students of Beaver Falls Area High School.

Dialogue Leaders Requested

3/3/69

Further plans were advanced by the Beaver County committee preparing for the 1970 White House Conference on Children and Youth at a meeting in guild hall of Park United Presbyterian Church, Beaver.

Mrs. O. Howard Heckathorne, Beaver, general chairman, requested dialogue leaders in education, home and youth values divisions to submit dialogue reports following completion of each dialogue session held throughout the county. Each subcommittee will be assigned a professional writer to compile the statistical data to be submitted as a final report from the county committee.

Dialogues sessions are continuing each week with adults and youths of all socio-economic, racial and ethnic backgrounds as participants.

To date, Beaver County committee remains the most progressive of the 67 Pennsylvania counties preparing for the conference according to notice received by Mrs. Heckathorne from the Pennsylvania committee.

Ralph Scalera, president judge of Beaver County, submitted reports of the committee's work to the various political structures and legislators serving Beaver County in Harrisburg.

Residents and youth of Beaver County wishing to participate in the various dialogues may contact Mrs. Heckathorne at 1020 River Road, Beaver.

B-5 BEAVER COUNTY (PA.) TIMES — THURSDAY, MARCH 13, 1969

Human Services Committee Includes Two County Boys

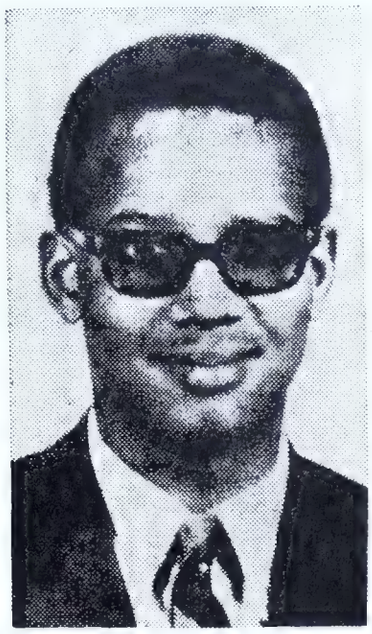
Two Beaver County youths have been named to the Pennsylvania Council for Human Services committee preparing for the 1970 White House Conference on Children and Youth.

They are David R. Cauley, son of Mr. and Mrs. Russell F. Cauley Brighton Township, and Keith David Smith, son of Mr. and Mrs. Grant Smith Jr., Beaver Falls. Cauley is junior chairman and Smith, a committee member, of the Beaver County Committee preparing for the conference.

Cauley, a junior at Beaver Area High School, is vice president of Student Council and the Spanish Club and after graduation from high school plans to study medicine. He is a member of SS. Peter and Paul Catholic Church, Beaver, and its Catholic Youth Organization and is a part-time employe at Beaver Supermarket.

Smith, a psychological sociology major at Geneva College, is a graduate of Beaver Falls Area High School where he was a report room president, and member of student council, Hi-Y, chemistry and future teachers of America clubs. He is a member of Second Baptist Church, Beaver Falls.

DAVID R. CAULEY
. . .Brighton Township. . . .



KEITH D. SMITH
. . .Beaver Falls. . .

Preparing for Conference 3/15/69

Two County Youths Named to Council

DAVID R. CAULEY

KEITH D. SMITH

Two Beaver County youths have been named to the Pennsylvania Council for Human Services committee on children and youth preparing for the 1970 White House Conference on Children and Youth.

They are David R. Cauley, son of Mr. and Mrs. Russell F. Cauley, Brighton Twp., and Keith David Smith, son of Mr. and Mrs. Grant Smith Jr., Beaver Falls. Cauley is junior chairman, and Smith, a committee member, of the Beaver County Committee preparing for the conference.

Cauley, a junior at Beaver Area High School, is vice president of Student Council and the Spanish Club and following graduation from high school plans for a major in medicine. He is a member of SS. Peter and Paul Catholic Church, Beaver, and its Catholic Youth Organization and is a part-time employe of Beaver Supermarket.

Smith, a psychological sociology major at Geneva College, is a graduate of Beaver Falls Area High School where he was a report room president, and member of student council, Hi-Y, chemistry and future teachers of America clubs. He is a member of Second Baptist Church, Beaver Falls.

Modern Combat Equipment

Aliquippa News

March 20, 1969

Two Beaver County boys have been named to the Pennsylvania Council for Human Services committee preparing for the 1970 White House Conference on Children and Youth.

They are David R. Cauley, son of Mr. and Mrs. Russell F. Cauley, Brighton Township, and Keith David Smith, son of Mr. and Mrs. Grant Smith Jr., Beaver Falls. Cauley is junior chairman and Smith, a committee member of the Beaver County Committee preparing for the conference.

Cauley, a junior at Beaver Area High School, is vice president of Student Council and the Spanish Club and after graduation from high school, plans to study medicine. He is a member of SS. Peter and Paul Catholic Church, Beaver, and its Catholic Youth Organization and is a part-time employe at Beaver Supermarket.

Smith, a psychological sociology major at Geneva College, is a graduate of Beaver Falls Area High School, where he was a report room president, and member of student council, Hi-Y, chemistry and future teachers of America clubs. He is a member of Second Baptist Church, Beaver Falls.

C-6 BEAVER COUNTY (PA.) TIMES — WEDNESDAY, MARCH 19, 1969

3/19/69

ITS OBJECTIVE LIST LONG

County Youth Advisory Council Planned

By LOUISE T. CHANEY
TIMES Staff

Beaver County Committee preparing for the 1970 White House Conference for Children and Youth has approved sponsoring a Youth Advisory Council in Beaver County.

Youths assisting the committee in preparing for the conference have requested that understanding and cooperation between adults and youths be continued after the committee completes its work.

The council will be composed of representatives of all youth-serving agencies, including schools, and will have the responsibility of developing leadership, sharing important ideas, planning together, tackling important problems, ferreting out neglected areas of concern, helping overcome prejudice by associating with other youths of different racial backgrounds, colors and creed, coordinating activities of youth organizations, serving their community and becoming active responsible citizens.

The youth council will be open to all organizations for the young such as school and church groups, YMCA, boy and girl scouts.

It will represent existing youth organizations and will avoid competing with participating groups. Its major function will be to deliberate, recommend, to channel and to see that constructive youth programs are instituted.

Mrs. O. Howard Heckathorne, Beaver chairman of the Beaver County committee, said dialogues are being conducted each week under direction of chairmen and sub-committee and youth peer groups. Steering committee to the Beaver County committee is preparing reports to be submitted to the Governor's Council for Human Services. Theme for the dialogues is "Once a Decade."

THE COMMITTEE has been trying to open avenues of communications between adults and youths of all backgrounds.

More than 2,000 Beaver County residents have been participating in dialogues according to Mrs. Heckathorne. The dialogues are in informal settings. Statistical data of dialogue findings will be submitted as a final report from the county committee. A dialogue of Dr. Irving Bennett, education division chairman, was video taped through closed circuit television.

Mrs. Heckathorne said she is [illegible] several months [illegible] succession starting Beaver County committee has been [illegible] progress [illegible] 67 counties [illegible] for the 1970 conference [illegible] Pennsylvania Council for Human Services. They are Dalton R. Canley, Brighton Township, and Kern D. Smith, Beaver [illegible].

STEERING COMMITTEE [illegible] for the conference in October, 1969.

[illegible] is composed of Mrs. Heckathorne, general adult chairman; [illegible] Canley, Brighton [illegible] youth coechairman [illegible] by Mrs. Sam [illegible] and Dr. John O. Bollin, Beaver; Sue Campbell, Brighton Township; Mrs. Louise T. Chaney, Dr. Bennett, Harry Levine and Peggy Reese, all of Beaver Falls; Mrs. N. William Hurt and Rolf Lotz, both of Brighton Township, and Mildred Smolkovich, Borough Township.

A departure from the format of previous conferences, which are held each decade on call of the president, was used in preparing for the 1970 conference.

Cross Section Sought

3/28/69

Area Youths Selected For State Committee

Keith D. Smith, 828 Seventh St, Beaver Falls, and David Cauley, 117 Crest Drive, Beaver, have been appointed to the State Committee on Children and Youth by Arthur F. Sampson, chairman of the Governor's Council for Human Services. Cauley is the youth co-chairman of the Beaver County Committee on Children and Youth.

The Committee on Children and Youth has been designated by Gov. Raymond P. Shafer as the official agency responsible for Pennsylvania's participation in the 1970 White House Conference on Children and Youth. The committee is a citizen body, composed of youth and adult leadership and is chairmed by Max Rosenn of Wilkes-Barre, former secretary of public welfare.

According to Chairman Rosenn, Pennsylvania is planning a leading role in the 1970 White House Conference on Children and Youth. The national conference is scheduled for Feb. 15-21, 1970, in Washington.

"Thousands of young and adult Pennsylvanians representing the widest possible cross section of thes population will work with us to establish the State's posture for the conference," Rosenn said.

County committees with 35 to 50 per cent youth participation will study negative and positive forces of today's cultural patterns on the young of all ethnic groups as well as the conditions of educational, environmental and peer value influences. The results of the state studies will be collated into si regional reports and further developed into a state report to be reviewed at the Pennsylvania Conference on Children and Youth to be held in Harrisburg, Oct. 7, at the Zembo Mosque.

Following broadcast periodically over Radio Stations WBVP and WKBA.

GOVERNOR'S COUNCIL FOR HUMAN SERVICES
COMMITTEE ON CHILDREN AND YOUTH
HARRISBURG, PENNSYLVANIA

RADIO SPOT

TIME: 30 Seconds

SUBJECT: Children and Youth

TEENAGERS: ARE YOU TRYING TO TELL US SOMETHING? WE'RE LISTENING. THE GOVERNOR'S COMMITTEE ON CHILDREN AND YOUTH IS COMMITTED TO PLANNING A BETTER TOMORROW FOR THE YOUNG. IF YOU CAN TELL IT LIKE YOU THINK IT SHOULD BE, --COMMUNICATE! WE WANT TO HELP YOU. WHOEVER YOU ARE, WHEREVER YOU ARE, WE'LL GET THE MESSAGE. WRITE YOUR HANG-UPS, BEEFS, SUGGESTIONS TO YOUR COUNTY CHAIRMAN, Mrs. O. Howard Heckathorne, FOR THE GOVERNOR'S COMMITTEE ON CHILDREN AND YOUTH, River Road (1020), Beaver, PENNSYLVANIA.

775-7600

April 30, 1969

50 Countians Invited To Youth Confab

More than 50 residents of Beaver County will receive invitations from Gov. Raymond Shaffer for a meeting of Region 5 of the Governor's Council for Human Services Committee on Children and Youth. It will be May 17 in Carnegie-Mellon Institute, Pittsuurgh.

Mrs. O. H. Heckathorne, Beaver general chairman for the Beaver County Committee preparing for the 1970 White House Conference Committee on Children and Youth, said the committee has completed its findings and its reports will be submitted at the regional metting. al meeting.

* * *

A YOUTH ADVISORY Council project has been approved for the area. Several local councils will be organized with first to be at Beaver and Beaver Falls. The White House Conference Steering Committee will serve temporarily as advisors to th youth councils.

Keith Smith, Beaver Falls, and Dave Cauley, Brighton Township, have been named to the Pennsylvania Committee on Children and Youth, Governor's Council for Human Services. Cauley was youth co-chairman of the Beaver County Committee. They will be in charge of organizing the youth councils in Beaver County.

Steering committee will be composed of Mrs. Heckathorne, Cauley, Smith, Mrs. Samuel J. Orr, Dr. John O. Bolvin, Mrs. N. William Hurtt, Rolf Lotz and Sue Campbell, all of Beaver; Mildred Smolkovich, Borough Township; Mrs. Louise T. Chaney, Dr. Irving I. Bennett, Harry Levine and Peggy Reese, all of Beaver Falls.

Results of the county committee preparing for the White House conference will be published in a series of newspaper articles, in a radio broadcast over Radio Station WBVP, Beaver Falls, and copies will be distributed to the County White House committee, all health and welfare agencies, libraries and the news media.

Mrs. Heckathorne said "response in Beaver County was tremendous and requests are made daily for the committee to continue sponsoring discussions." The county committee has completed its study but discussions will continue on an informal basis at Beaver and Aliquippa and at Geneva College.

SECTION VIII – D

SPECIAL ACKNOWLEDGEMENTS

Westinghouse Electric Corporation, Beaver

Beaver County Times

Beaver Falls News Tribune

Aliquippa News

WBVP

WMBA

United Funds of Beaver County

Park United Presbyterian Church, Beaver

Bob Garvin Agency, Inc.

Kaufmann's

Duquesne University

Beaver County Board of Assistance

Mrs. Mary Louise Sallese

Mr. Milton Appleyard, Director, United Hospital

Mr. Jack Elliott, Elliott Video Enterprises, Inc.

Mrs. John Yanik, Librarian, United Hospital

Benjamin H. Griffith, Regional Coordinator, Region V

Citizenry of Beaver County

Families of Beaver County Committee on Children & Youth

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BERKS COUNTY COMMITTEE
FOR THE
1970 WHITE HOUSE CONFERENCE
ON
CHILDREN AND YOUTH
REPORT

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JUNE, 1969

BERKS COUNTY COMMITTEE

FOR THE

1970 WHITE HOUSE CONFERENCE

ON

CHILDREN AND YOUTH

REPORT

****

JUNE, 1969

BERKS COUNTY COMMITTEE

for the

1970 White House Conference

on

Children and Youth

PLANNING COMMITTEE

General Chairman: ..... Mrs. Jerome Dersh, Reading

Youth Co-Chairmen: ..... James C. Johnson, Reading
Student, Reading High School

Terry A. DeBold, Wyomissing
Assistant Metalurgist, Carpenter Technology

Coordinators: ..... Samuel T. Richardson, Reading
Director, Department of Behavioral Change, YMCA;
Member, Human Relations Commission, City of Reading

Education Division

Chairman ..... Mrs. John P. Price, Riverview Park
Instructor, Department of History, Albright College

Vice-Chairman ..... Robert Mellon, M. D., Exeter Township
Psychiatrist; Consultant, Mental Health Team,
Reading School District

Vice-Chairman ..... Robert E. McBride, PhD., Wyomissing Hills
Dean, Albright College; School Board Director

Home Division

Chairman: ..... Mrs. John S. Giles, Jr., Wyomissing
Planning Assistant, United Community Services;
School Board Director

Vice-Chairman ..... Rev. Donald L. Robinson, Colony Park,
Pastor, First Church of Christ, Wyomissing

BERKS COUNTY COMMITTEE

for the 1970 White House Conference

on

CHILDREN AND YOUTH

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PARTICIPATION AND ORGANIZATION

More than 400 Berks Countians participated directly in this study of the needs of children and youth by attending open discussion meetings, replying to questionaires, being interviewed, and offering their comments, observations and assistance in many other ways. As indicated in the Introduction to this report, the Committee was established at the direction of the Commonwealth of Pennsylvania's Council on Human Services. The Chairman of the Council, The Hon. Arthur Sampson appointed the general chairman for Berks, Mrs. Jerome Dersh on October 30, 1968 to organize a Committee on Children and Youth in Berks County. A preliminary youth group, formed to identify issues of concern to local youth, elected Terry A. DeBold and James C. Johnson to serve as youth Co-Chairmen on December 9, 1968. The Division Chairmen and Vice Chairmen agreed to serve in their respective capacities on appointment by the general chairman. Two hundred ten persons were regularly invited to attend 16 open meetings held by the County Committee; all other interested persons were welcome to attend and many frequently did, including approximately one-third youth, one-third lay citizens and one-third professional citizens of various socio-economic backgrounds. Approximately 77 persons attended three or more meetings, while most of the others attended one or two meetings. Questionaires, interviews, or written statements were sought from 100 persons professionally engaged in child or youth focused services, from all chief school administrators (nursery school through college), from all school board members in the county, from a number of church youth groups, from civic and service organizations and from professional groups. Twenty two extensive newspaper articles appeared in the READING EAGLE and the TIMES, and several articles appeared in student publications. Almost 4000 letters or announcements were mailed and approximately 15,000 pages of material were mimeographed by the Berks County Board of Assistance. All committee members served as volunteers; no professional staff was engaged.

INTRODUCTION

Concerned citizens speaking of the community's responsibility to the youth of Reading and Berks County——this is what we have been in the course of our study; this is what we will be in this report.

The Berks County Committee for the 1970 White House Conference on Children and Youth was organized on December 30, 1968. At the direction of the Commonwealth of Pennsylvania's Council for Human Services, it was established to assess the problems and needs of youth within Berks County and to make recommendations to meet these needs. This assessment was requested for submission to the Governor's Conference on Children and Youth, October, 1969. From county and regional reports, Pennsylvania's recommendations to the 1970 White House Conference will be formulated.

In each decade of this century a White House Conference on Children and Youth has served to mobilize efforts to assess the needs of youth and plan for the coming decade. Notable results of past conferences include the enactment of Child Labor Laws, and establishment of the Children's Bureau. In preparing for the 1970 Conference, Pennsylvania has led the nation in reaching and involving citizens, professionals and, for the first time, significant numbers of youth in planning activities.

Local Needs While the establishment of the Berks County Committee was initially intended to give national and state direction for programs for children and youth, there has been a strong commitment among participants to recognize changes that are needed and that can be implemented on a local level.

Basis for assessment We took as the basis for assessment and recommendations the question:

WHAT IN BERKS COUNTY MUST BE CHANGED SO THAT EACH CHILD AND YOUTH OF TODAY MAY HAVE THE INCREASED OPPORTUNITIES WHICH ARE HIS RIGHT AS A CITIZEN TO DEVELOP FULLY HIS INDIVIDUAL POTENTIAL?

Following state guidelines, we agreed to explore with youth, the short-comings and possibilities of education, the home and family, and the relationship of the community to these shortcomings and possibilities. We included in our study of the home and family interpersonal relationships, community services and attitudes.

Perceived Needs Our study and this report are directed toward the identification of the problems in education, the home, and the community as seen by young people, concerned citizens and many professional persons. A collaboration between youth and adults, the participants included persons from all geographic areas of the county and from various socio-economic backgrounds.

Since we have directed our attention to perceived needs, we do not intend our study to be a statistical compilation or a scientific survey of existing services. We believe that many such studies have already been done and that the supporting data is widely known. We recognize that some of the progress in the fields of education, health, welfare and family has come about as a result of previous studies. It should be noted that some individuals and institutions seem to be taking first steps in response to needs previously expressed and recorded in this report. We are further aware that many worthwhile studies and recommendations have not been implemented; at the end of this report we call your attention to some of those relating to children and youth.

In the course of our volunteer effort we have profited from the suggestions of hundreds of Berks Countians. We now invite all residents to analyze our findings and proposals and to seek better solutions. **We do not claim to have identified all of the problems or to have found the only answers to perplexing problems. But we do insist that these problems demand the attention of the entire community.** Solving them will require a large measure of initiative from laymen as well as professionals.

The citizens of Berks County must acquire a sense of urgency about the needs of children and youth, a committment to meeting these needs. Our study and report will have served its most important purpose if it stimulates this sense of urgency and committment.

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The **READING EAGLE** AND the **TIMES** for their extensive coverage of the meetings and recommendations of the Committee

The Berks County Committee gratefully acknowledges the assistance and participation of these people. However, they wish it to be clearly understood that these persons were not shown this report before its publication and have no responsibility for any conclusions or statements set forth in it.

BERKS COUNTY COMMITTEE

for the

1970 White House Conference

on

Children and Youth

THE EDUCATION DIVISION

"It is evident that the major deficiencies of American schools cannot be remedied simply by refining the customary organization and procedures of classroom instruction or by extending the work of the conventional schools. We are convinced that reconstruction of instructional staffs, instructional patterns, and school organization must be at the heart of any meaningful effort to improve the quality of schools in this country."

INNOVATION IN EDUCATION: NEW DIRECTIONS FOR THE AMERICAN SCHOOLS, A statement on National Policy by the Committee for Economic Development, July, 1968

Berks County Committee for the 1970 White House Conference on Children and Youth

EDUCATION DIVISION

Introduction

Against a backdrop of extreme social distress when long accepted values are being questioned by the privileged as well as the socially disenfranchised, the Education Division attempts here to identify and offer some recommendations relevant to needs as seen by few but which affect many. This task was not assumed lightly; it was recognized as an assignment almost impossible to accomplish in the time alloted. It was accepted, however, because aspirations and achievement of aspirations are seen as being increasingly dependent on quality education.

This committee recognizes that professional educators are concerned with these needs and that they are increasingly faced with a citizenry hostile toward requests for financial support necessary to implement new programs and maintain existing ones. On the other hand it is believed that some of the difficulties in changing educational institutions stem from leadership which matured and stabilized when needs and responses were of an extremely different nature. Even though these and other impediments to change are reasons why institutions today experience considerable stress, they cannot serve as rationalizations for preventing progress.

It should be noted, however, that some individuals and institutions seem to be taking first steps in response to the needs expressed in this report. These efforts are not documented here since the directive to the Division was to report on perceived needs.

Educational institutions by their very nature are seen to have the awesome responsibility of helping children to order their minds to be capable of living in future society. The Education Division has attempted to determine in the past three months whether or not this responsibility has been met; it is with dismay that the committee must render its opinion in the negative. The findings of this report require such an opinion.

Not satisfied with identifying problems alone, the Education Division suggests some partial solutions to the perceived shortcomings. Total resolution of the difficulties probably can never be accomplished, until and unless the difficulties of the society which education reflects are solved, but it is the responsibility of all citizens who are concerned about the well-being of their community to join educators in fulfilling the promise of education. The ensuing report must only be considered the initial step in what should constitute a continuing effort to assist the cause of quality education.

The Education Division had three responsibilities:

1) the collection and analysis of the opinions of youth and adults on the shortcomings and possibilities of education in Berks County.
2) the formulation of recommendations for action to meet the shortcomings, and the identification of priorities for the decade ahead; and
3) incorporation of the views of youth and adults on values and the effect changing values may have on the role of youth in society and on the provision for youth by society.

During this study, many concerned individuals - citizens, educators, and youth were called upon to present their views. Many responded by participation in open discussion meetings, others in individual interviews, and many in reply to questionnaires which were widely circulated. The committee welcomed the opportunity to hear divergent thoughts ranging from expressions of complete acceptance to complete refutation of the adequacy of the present systems. No doubt some individuals will continue to argue that the changes suggested here are merely attempts to patch an already threadbare fabric, that only entirely new educational structures are capable of adequate response to felt needs. Others will persist in pointing out that the present system has produced mental and corporate success, therefore it need not be changed in any way. Still others will insist on returning to the simpler structures and solutions of the rural past. The Education Division considered all of these opinions but recommends diverse policies and programs as more appropriate responses to various perceived needs.

A. Values

Placing responsibility for value education is recognized as a very complex task. Viewing the list of the institutions with some responsibility in this very important area - home, family, church, schools, peer groups, government - gives some indication of the difficulty of the task. However, schools are seen as a major vehicle for the inculcation of values as well as the transmission of defined bodies of knowledge and skills.

Since broad agreement exists that values are transmitted, that they need to be shared, and that they cannot be removed from a human institution, pertinent questions arise: What values are being inscribed on the minds of youth? Are such values helpful or deleterious to the health and future progress of individuals and society? What values should replace those deemed undesirable? Who should be the arbiter of values instilled in young minds in the school system? Whose values should prevail in American Society? These questions are being asked not only by youth and certainly not only in Berks County, but by the entire nation. It seems almost inevitable that the focus is sharper and the controversy more bitter in the structure most closely resembling the totality of American society - the schools.

> *"For 193 years it has been hoped that human values would seep into the consciousness of Americans. They have not. It is time for assertive action to make these values real."* - Berks County Adult

MATERIAL VALUES

The Education Division discovered during its inquiry that many youth and adult alike decried the kinds of values they see as being inculcated. Perhaps the most pervasive value taught is that success in life is determined by monetary gain which is attained by unrestricted competition; the hallmark of success is the acquisition of objects of some monetary value.

> *"Study to get good grades - to get a good salary - to get the 'better' things in life: color T.V., and car – this is the implication."* - Berks County Youth

Students see themselves and their peers as being "categorized" and "processed" as they climb the educational ladder. As young children they learn that surviving the system - "playing the game" has greater priority than attaining full command of their mental processes. They begin to assume in the final analysis that the only way to survive in society and life is to use less than honest methods, doing and thinking what "everyone else" does, conforming to current social prescriptions established by those who may or may not have a legitimate basis for their prescriptions.

> *"I know she was wrong about that - but the last time I told a teacher (nicely) that there was a mistake in his work, I got sarcastic questions from him for the next two weeks - I guess they are insecure."* - Berks County Youth

HUMAN VALUES

If the schools are to meet the challenge of helping to create a more humane society, goals must be redefined, administrative organization re-structured, curriculum changes made, and teachers properly prepared. Teachers must have the opportunity to deal with the fact of their own humanity and translating this consciousness to others. Teacher training institutions must recognize their responsibility to sensitize or humanize the individuals leaving their institutions. The fostering of human values must be part of the education process for teachers and administrators.

The Education Division consensus is that the question of values and goals are the most important general issue to which the educational structures must address themselves.

Recommendations: **(See final section of this report for implementation suggestions.)**

1. That human values take precedence over economic and material values in educational institutions; that such values should be seen to include an understanding and concern for other persons, knowledge and appreciation of one's own self worth and the worth of every other human being; an emphasis on creating an environment that is more

hospitable for diversity among people, a community in which people can relate to each other without pretenses and an everyday life characterized by mutual help rather than competition. In t inga scale of human values the quality of life should be measured by the opportunities for creativity, expressiveness, joy, and passion -- and by the performance of acts of mutual help, social awareness, and responsiveness. The precedence of human values in education must be fostered by re-defining goals, re-designing organizational structure, devising new approaches to buildings, re-evaluating of curriculum, and revising of teaching methods in all Berks County educational institutions.

2. That additional values including honesty,aesthetic appreciation, concern for social progress should be actively encouraged by the professional staff in their dealings with the student as well as by appropriate content material.

B. Goals

Requiring high priority attention if education is to meet its promises, are the goals and objectives of the school districts and institutions as formally adopted and informally practiced. During the course of inquiry it became clear that although each school can produce a written statement of the objectives of its educational structure, very frequently these are seen as having little relation to what goals are actually being pursued. In most cases this does not seem to observers to be a deliberate attempt to undermine established policies; but apparently because school personnel are unaware of them, or unaware of how to include them in their work. Few classroom teachers are able to articulate easily their goals or objectives. Fewer parents or students are familiar with school objectives.

> *"It isn't that they don't know what they are teaching - or learning - but WHY."* - Berks County Adult

Where goals are known by students, parents, and teachers, they are seen often as being inadequate, outdated, or irrelevant. Where written goals are seen as adequate, the interpretations made by various school personnel as they perform their tasks may completely destroy the intent of the goals. This is seen in some classroom situations, counseling, administrative and school board functioning.

> *"Keeping that whole first grade after school because someone giggled was bad enough - but forcing them to tattle on the culprit taught those kids a lot . . . a lot of wrong things."* - Berks County Parent

Recommendations: **(See final section of this report for implementation suggestions.)**

3. A redefinition of goals should be undertaken by all school districts and institutions. All staff personnel, students, parents, directors, trustees, and general community should be invited to participate in the drafting and the establishment of priorities among the goals.

4. The following proposals (adapted from the "Goals of Quality Education" as adopted by the State Board of Education on which the "Quality Assessment of Education in Pennsylvania" is being based should be considered as minimal and practical goals to be adopted in addition to those which are suggested in the re-definition process:

   Quality education should

   a. help every child acquire the greatest possible understanding of himself and appreciation of his worthiness as a member of society

   b. help every child acquire to the fullest extent possible for him the mastery of the basic skills in the use of words and numbers. These basic skills fall into four categories: (1) the ability to acquire ideas through reading and listening; (2) the ability to communicate ideas through writing and speaking; (3) the ability to handle mathematical operations; and (4) the ability to reason logically and to respect evidence.

c. help every child acquire understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own

d. help every child acquire the habits and attitudes associated with responsible citizenship

e. help every child acquire a positive attitude toward school and toward the learning process

f. help every child acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being

g. give every child opportunity for intellectual and manipulative discovery and the encouragement to be creative

h. help every child to understand the opportunities for preparing himself for a productive life and should enable him to take full advantage of these opportunities

i. help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social studies, the humanities and the arts, and of the possibilities of human progress

j. help every child prepare for a world of rapid change and unforeseeable demands in which continuing education and flexibility throughout his adult life should be a normal expectation.

k. help every child to the fullest utilization of his intellectual powers: to think clearly, critically and creatively

l. help every child live in accordance with high standards of moral conduct and ethical living.

5. Goals formulated by full participation should become an integral part of the functioning of the school or institution. Goals should be widely and frequently circulated throughout the community as well as the schools in order to increase the understanding of the purposes of education and to provide a basis for judging the accomplishments of the institution. Assessment of the school's programs should be made in relationship to the stated objectives and goals.

6. Institutions should provide a mechanism to encourage continuous or frequent re-assessments of the adequacy of the goals and objectives.

C. Student Participation and Responsibility

During the course of this inquiry we learned, not surprising to anyone who has been aware of national and world events, that students in Berks County want to have an active role in their educational process. We have also learned that there is a tendency among educators and many lay adults to dismiss suggestions to this end because of what they cite as naivette or lack of knowledge of students. However, the consensus of the Education Division is that students must and should assume additional responsibilities in both the decision making process in their institutions and their own learning activities.

If helping each student to think critically and creatively is an objective of most schools, and if schools strive to develop habits of good citizenship, then increased student participation should be looked upon as a most important part of the learning process. If such participation is to be meaningful, there must be a willingness to listen, to consider, and to act on rational alternatives - rather than long standing traditions or emotional whims alone.

Criticisms: Criticisms in connection with student participation and responsibility were expressed by youth representing many backgrounds and levels of formal education as well as adults. These included:

1. A lack of two way communication between those being educated and those educating or responsible for educating them.

2. Student councils, student governments and student newspapers which supposedly exist to provide a voice for students in the functioning of schools are frequently seen as ineffective because they are tightly controlled by advisors responsible to given policies. Those who serve as representatives in these organizations frequently are unable or unwilling to present fairly the problems of students.

3. If students are fearful of speaking to teachers, counselors and administrators about practices which seem to them to be detrimental to their self-respect or intellectual growth because of possible retribution in the form of lower grades, adverse letters of "recommendation", or subtle adverse reactions

4. Regulations regarding dress or hair and the attention which is given to such issues by school personnel are seen as detrimental and arbitrary. Many youth have gained the opinion that learning is less important than hair length, and that the quality of their education is of less significance than the length of their skirt or style of their slacks.

5. Students complain that they sometimes see no value for a particular course, that they are forced, for administrative facility, into taking electives in which they are not interested, basically ill-prepared or both; and that too many study halls are required without appropriate study environment or materials

6. Many students indicate that there is no opportunity or good direction for independent study and research; that many of their teachers think that if they go home and read the assigned lesson, this constitutes independent study; and that they have never been taught to think independently or encouraged to pursue in-depth any personal interest with few exceptions.

7. That demonstrated ability in a particular area seldom exempts a student from having to go over it all again

8. Most classrooms are conducted by the lecture drill - or lecture alone and there is little opportunity for interaction with the teacher or with fellow students, little encouragement or opportunity to formulate personal judgments or opinions, and no real discussion.

9. Students, along with many experts, decry the present grading and testing methods in which they are measured arbitrarily against fellow classmates as being inconsistent, invalid, and incapable of revealing an adequate picture of the individual's knowledge or personal progress.

10. Students believe that they can play a constructive role in the evaluation of teachers. *"It's really a laugh to see the change that comes over that teacher when the supervisor or any visitor is in the room! They should only know what he's really like!"* - Berks County Youth

    "Some of these guys are worse than the teachers I used to have back in high school - and there's no principal to come around and check!" - Berks County College Student

11. Students see a need for new courses or revisions of existing courses to fill a number of gaps in their education

Other observations by students relating to classroom teaching, guidance, curricular changes, values and goals are discussed elsewhere in this report

Recommendations: (See final section of this report for implementation suggestions.)

7. That regular procedures should be established in all school districts and colleges to secure the opinions of individuals and groups of students regarding their needs, problems, and suggested solutions. Such procedures should be determined by students and professional staff jointly. An atmosphere conducive to open discussion should be established to remove fear of retribution. Such procedures should include adequate follow-up measures. Students should have the opportunity to discuss programs or policies and their alternatives should be discussed as part of the decision making process rather than as explanations of externally imposed decisions. Widespread knowledge of such dialogues should be encouraged

8. Existing student governments and student councils should be re-evaluated by students and professional staffs as to their actual purpose, scope, responsibility, representative nature and effectiveness

9. Parents and students should retain control over their physical appearances and attire. School districts should avoid being made responsible for enforcing any "code" in this regard except as required by law

10. Related recommendations are: #4 Redefinition of Goals, #14 Lay Advisory
    Students should be given the encouragement, the opportunity, the skilled and receptive assistance

and the appropriate resources to assume increased responsibility for their educative process. Independent study opportunities should be available from the earliest school experience through adult life.

D. Parent and Community Involvement

Throughout this study, it was apparent that there is need for improvements in two way communication between the school districts and their constituents and the colleges and the community. Feeling runs very high on this point. People want to be informed; they want to understand; they want to participate; and above all they want to be confident about the quality of education their children are receiving.

Individuals who have constructive criticisms or positive suggestions to make become frustrated, cynical or alienated when they are viewed as "troublemakers" **or brushed aside without serious consideration.** In other cases many parents, fearful of retribution upon their children, hesitate to participate in any meaningful way in school matters. Still others believe that decisions effecting policy and program change can only be influenced by "the power structure".

Many people look upon the schools' public relations effort as more of an effort to "cover up" or make a district "look good" rather than impart information. Most people think that schools and colleges should directly inform them of present and future needs and problems as well as progress in addition to confronting them with requests for higher taxes, new bond issues, or development drives.

Parent Involvement Some schools have taken steps to create new ways of involving citizens and parents in the decision making process. Lay-Professional Advisory Committees, School-Community Liaison Committees and others have been initiated by a few school districts. In some cases the role, scope, and use made of these groups is so limited as to be described by some participants as "window-dressing". In these and other cases there is a need for developing procedures to encourage a two-way exchange - not only between the members of such a group but all citizens and the schools. Procedures which will enable lay persons to make known to the schools their perception of needs and problems and to consider a variety of alternative means of meeting the needs must also be devised.

Assessment of School Programs In school districts throughout the county, the question is asked: "How can we judge the job our school is doing?" The question is asked honestly, humbly and in many cases by parents who are not particularly uneasy about the schooling received by their children. People would like to know within reason how their educational dollars are being spent. Even more important, they would like to know the quality of return on their educational investment. This is a modest request. Only if it is continually denied or ignored will it become a matter of major importance.

Every ten years high schools of Berks County are evaluated by the regional accrediting agency, The Middle States Assoc. With some fanfare and a great deal of preparation including extensive self-evaluation, the evaluating committee members are welcomed, feted and housed at local expense. The evaluating team executes its function of constructively criticising facilities and programs. Its report is then heralded by overwhelming silence.

The burying of any information which might be of assistance in improving public knowledge of the needs of and support for quality education is seen by many to be deplorable. All assessments regarding both school and general pupil performance should be made known to the public. Comparisons between schools and comparison in relation to performance of previous years should be made available.

New instruments or tests have been developed for use by the State Bureau of Quality Educational Assessment to assess schools in conjunction with the Goals of Quality Education adopted by the State Board of Education. Such assessments should be made available on a local basis and on a comparative basis, to aid administrators and citizens in identifying areas which are in need of improvement.

Where existing assessments are faulty because of inadequate evaluation criteria, better standards should be constructed and applied.

School officials should be expected to provide satisfactory information about the performance of schools. It must be acknowledged that the accumulation of adequate information upon which to base

an appraisal of a school is an extraordinarily complex and difficult task. This difficulty, however, should in no measure excuse school systems from providing adequate information for parents, taxpayers and other interested citizens as well as school personnel.

Recommendations:

11. A countywide citizens' education organization should be established to stimulate community concern and participation in education matters; to identify needs and recommend alternative constructive solutions to meet these needs; to cooperate with those responsible for education, and to actively support quality education for all Berks County citizens.

    While some of the work could be done by volunteers, it is recommended that a small professional staff be secured to do research and present effective alternatives. The funding for such an organization should be sought from local private foundations, business and industry or specific government grants.

12. Ombudsmen (or "advocates") should be provided in all districts and local colleges to assist parents, students and communities in resolving school-related problems. Ideally these individuals should be employed by a community based organization rather than the school itself.

13. Each school district, individual school and college should establish lay-professional advisory committees to provide two way communication between the institution and the public. Provisions should be made to involve all interested parents (rather than a selected few) and many classroom teachers or professors. Such a committee should review annually achievement and other test data, review evaluations of the school, propose or react to proposals for curriculum changes, mediate or provide a mediation procedure for grievances of students, parents or community; to counsel about community resources that can strengthen school programs: to discuss drop-out and graduate follow-up statistics: to evaluate disciplinary problems and practices; to participate in a re-definition of the objectives and goals of the institution; and other matters. Students should be included as part of the membership of such a committee.

14. In assessing the schools programs many questions relating to the achievement of the schools objectives must be asked in addition to questions regarding the administration and organizational aspects of the school. The following questions were submitted to the Education Division as examples of the right kinds of questions to be asked by the office of the County Superintendent of Schools:

    a. Does the school measure educational output (pupil gains) in relation to financial input (school expenditures)?

    b. What are the school's present financial situations: the levels of staff morale; the status of pupil achievements, abilities and interests; and the records of school leavers (graduates and dropouts) at work and in further education?

    c. What portion of the local budget is spent on research and development of new curriculum content, new teaching methods, changed organizations of instruction, and different evaluation techniques?

    d. What portion of the local school budget is spent on new instruction materials in comparison to other matters not immediately related to improved pupil learning?

    e. How much money does the school spend on further education of the staff to use new curriculum methods? How much does it spend on supervision? And what techniques to improve teaching do school officials use?

    f. How does the school recognize individual differences in talents and interests among teachers in making assignments of what teachers are expected to do?

    g. What steps are taken to provide teachers with more time during the day to prepare better, to keep up to date, to confer with professional colleagues, to improve pupil evaluation techinques and reporting, and to work as needed with individual students?

    h. Has the school applied the techniques of job analysis to the teaching staff in order to discover what teachers must do themselves and what may be done more economically and efficiently by machines?

i. How much work are teachers doing now that could be done well by costly clerks?

j. How much work are teachers doing now that could be done by part-time instruction assistants; that is, persons with some preparation in the subject field or grade level, but not as much as is required for certification as a teacher?

k. What are teachers doing for pupils that pupils could be doing for themselves – if pupils had the time, the places, and the materials they need for independent study?

l. How does the school principal spend his time? What are his highest priorities? What should they be? Who in the final analysis is most responsible for curriculum improvement in the school?

m. What other services does the school provide to help improve, to support, and to administer local educational programs? What use does the school make of university consultants? Community experts? What special grants has the school applied for and received from foundations, agencies, industry or government?

n. Have steps been taken in all subject fields to plan essential curriculum content and to arrange the content logically and sequentially from the kindergarten through the twelfth grade?

o. How do plans for new buildings or the remodeling of older buildings reflect current educational methods and proposed innovations?

p. Does the school have a one, two, five year plan for the improvement of curriculum content, teaching, and learning?

q. How effectively do the school personnel present their present program and their future needs to external decision-making bodies?

The above questions were adapted from **Improving Secondary School Curriculum** *by J. Lloyd Trump et al., 1968*

E. Teachers and Teaching

Constantly repeated during the course of this study into the problems and needs of education was the assertion that the teacher is one of the most important elements in the learning process.

"The most worthwhile experiences I have had in school were not in the courses that I was particularly interested, but because those teachers acted like I was a person." - Berks County Student

> *"We administrators exist primarily to facilitate the job of the teacher. What goes on between the teacher and the learner is the most important element in the learning process."* - Berks County School Administrator

The consensus of the Education Division is that high priority should be accorded to the improvement of teacher preparation and teaching.

Teacher Preparation

The findings on teacher preparation strongly suggested that participants believe that teacher training programs are inadequate. There is a widespread belief that such programs as presently designed and presented are unable to provide either sufficient understanding of the nature of the learning process or to offer adequate development in the skills necessary for teaching.

Teachers, administrators, parents and students often cited the major problems of the newly graduated teacher as generally not caused by lack of subject knowledge or indolence, but as stemming from a lack of understanding of how to perform the task given a particular situation. Many of the professional preparation courses required by the state for certification and colleges which train prospective teachers have failed to provide the realistic, practical experiences upon which successful teaching is built.

Many teachers insisted that the only education course of value to them was practice teaching. Too often, it was reported, the content of other education courses centered upon trivia at the expense of general understanding of learning theories and practical classroom applications.

A frequent assertion was that college professors of education courses are believed to be retired public school administrators whose teaching experience may have been short to begin with, but had ended about fifteen or twenty years prior to becoming professors; at any rate their most recent educational endeavors were in a sphere dominated by managerial tasks rather than classroom teaching. This is often seen as detrimental to optimum skill and attitudinal development among their student trainees, for effective management skills and values do not necessarily translate into effective teaching skills.

> *"In my 25 years of teaching, I have not run into anything even vaguely resembling the professors' descriptions of classroom situations -- and still I continue to take courses to 'keep up to date'."* - Berks County Teacher

Whether teachers eventually teach in ethnically homogeneous or heterogeneous schools, the everpresent problems of interpersonal relationships must be faced. Teacher preparatory courses must more effectively prepare teachers in the principles of interpersonal and intergroup relations. Special training is seen as lacking in the identification and resolution of conflict situations and the use of such situations for maximum educational experience for youth.

Recent revisions in state certification requirements are seen by some to be an unfortunate step toward entrenchment of existing patterns of concentration in education courses for new or aspiring teachers, without appropriate and desirable attention to liberal arts and humanities courses. Others see the requirements as effectively shutting out experts in certain fields, well trained "subject" matter graduates and others from teaching in positions where they might be quite effective. Still others believe that far more classroom teachers should be intimately involved in formulating both certification requirements and courses required for degrees in education.

> *"Teacher training institutions don't recognize the problems facing society. They just try to perpetuate their jobs and force their values upon society."* - Berks County Adult
>
> *"Colleges must retool themselves to teach those who are preparing to teach how to use the newest knowledge and techniques of learning rather than requiring the traditional "education" courses which have little value."* - Berks County Professor

Recommendations: (See final section of this report for implementation suggestions.)

15. A re-examination of courses required for teacher preparation and certification should be made or intensified at the state and local level. The professionals involved in such a re-examination should include a large number of teachers currently teaching in the public schools. Informed lay persons, legislative education committee members, and recent graduates should also be involved. Such re-examination should include:

16. Assessment of education courses should determine their value assumptions and their contributions in developing excellence in teaching, and consideration of

17. Concentration in a subject field with additional liberal arts and humanities courses to broaden a prospective teacher's experience should replace current practices of major study in general education courses. Such courses as religions of the world, racial and ethnic contributions to American society, current social problems should be included in teacher preparation, and

18. Knowledge of learning theories (practical application as well as background knowledge), developmental psychology, and a seminar on personal philosophy, psychology, and values should be required: also

19. Appropriate training in the area of identification and resolution of interpersonal and intergroup conflict situations and the use of such situations for maximum educational experience for students.

20. Teacher preparation should include at least three semesters of participation by a student-trainee as an observer aide in schools having varied socio-economic environments, in addition to a semester of intern teaching. The trainee intern should have a supervisor advisor with whom he

could freely discuss his problems about teaching without fear of retribution. This would assist students to better understand the nature of teaching and also to determine whether they should become teachers.

21. Master teachers in student/intern teaching arrangements should be chosen carefully by the supervisor instructor so as to aid the development of strong teaching abilities in the intern. Appropriate attitudes towards students and teaching, and the ability to apply desirable value assumptions in classroom activities. Master teachers should be paid more for assisting interns as part of an effort to emphasize the important role they play in helping to establish good teaching patterns.

22. Courses in teacher training institutions which are intimately connected with a subject field should be taught to prospective teachers by a skillful and creative teacher of that field.

23. Those charged with the responsibility for training teachers should endeavor to discourage individuals from entering the teaching profession who seem unable to empathize with those from different racial, ethnic, and socio-economic backgrounds. They should also direct persons having emotional problems to agencies who could assist them; if unable to resolve their difficulties, such persons should be directed to other careers. Attitudinal testing and other diagnostic techniques should be utilized to determine a prospective teacher's appropriateness for a career in teaching.

Teaching

Many teachers of various school districts indicated the following needs and problems:

a. Lack of voice in policy making, *"This is the first time in eleven years of teaching that anyone has asked for my opinion on the goals and objectives of education."* b. Lack of community understanding and parental support. c. Misplaced values and priorities established by budget. d. Too great a student load. e. Insufficient learning materials: both variety and amount. f. Too many administrative demands. g. Too little remuneration. h. Little help or training in coping with intergroup conflicts and individual problems of discipline. i. Too much red tape to initiate a new program or approach; lack of adequate financial support for new approaches. j. Insufficient time to plan improved teaching methods; little help in improving methods.

Some of the problems noted by students about teachers and teaching are:

a. That teachers treat them sarcastically, that teachers basically do not like students, do not treat students with any respect, and that they do not understand or sympathize with students' problems, and that teachers are aloof. b. Both members and non-members of minority groups observe bigotry toward national and racial groups as well as intolerance of religious beliefs among teachers and principals. c. Students see further prejudice toward children and youth of low socio-economic standing and those of high economic background by teachers. d. Students see many teachers as arbitrary, capricious and unreasonable in their actions and demands. e. Students believe that teachers categorize or class students underachievers, potential drop-out, college bound, troublemakers, indulged or spoiled without any real basis. f. Students say that many of their teachers cling to the text book, are afraid or resent creative, original or non-conforming ideas, that teachers lecture too much and permit too little discussion. g. Students say that a number of apparently incompetent teachers are permitted to continue teaching even though they are recognized as incompetent by other teachers, administrators, and parents.

Other problems concerning teaching other than students were brought to the attention of the Education Division. These include:

a. That often teachers do not maximize the benefits of what is available to them and their students. *"Relatively few teachers account for a large percent of the use of audio-visual material. It interferes with getting through the text."* b. That professional teachers groups seem to be concerned only with salaries and have taken no active role in improving the quality of education in the districts in which they work. c. That some teachers do not preserve the confidence of students' personal problems. d. That teachers occasionally expect working parents to come to school during the day

for conferences. e. That little or no effort is made by most teachers to individualize instruction. f. That neighboring states pay their teachers higher salaries. g. That teachers who perform poorly in one school district frequently receive favorable letters of recommendations to "get them out of the district". In other cases when considerable pressure or difficult situations arise with a teacher, teachers are transferred to other schools in the district quietly. h. That supervision and evaluation of teachers is sometimes cursory. i. That teachers frequently have very little training (one course) in reading instruction or mathematics and are not prepared to teach these subjects adequately, even though their assignment requires it. j. That many teachers are unable to identify troubled children or youth except in crisis situations; and teachers are frequently not fully informed about the school or community services available to aid such troubled students, students with learning disabilities, emotional problems, etc.

Recommendations: (See final section of this report for implementation suggestions)

24. That professional organizations of teachers, administrators and school boards take the lead in improving the quality of teaching by promoting: appropriate updating and continuing education of their own members, evaluation of teachers including review of tenure, support for improvement in facilities, materials, and organizational structure, membership and community understanding of goals and needs of education, by seeking better remuneration for members on a merit basis free of arbitrary decision.

25. Teachers should be encouraged to discuss the problems and needs of their institution including goals, curriculum, scheduling, advanced schooling, and community relations with administrative and school board officials as well as discipline problems and working conditions, such discussions should be arranged on a regular basis and be conducted in an informal, non-threatening and considerate way so that useful ideas which might be contributed by those participating will be carefully examined. Appropriate follow-up actions or reports should be provided for.

26. Teachers should be employed on an annual (twelve month) basis and paid accordingly so they can engage in planning, research, in-service training, or furthering their education, appropriate salary adjustments should be made if teachers chose to teach summer sessions or, on the other hand, if they chose to be free of responsibilities during the summer.

27. Teachers having various racial, ethnic, religious, socio-economic and educational backgrounds should be actively recruited by professional associations, dept. heads as well as administrators formally responsible for recruitment.

28. Teachers should be selected and retained on the basis of a continuing and effective evaluation of their competency, their liking of children, knowledge and continuing education in their subject or grade level, emotional stability and effectiveness in helping each child to meet the goals of quality education.

29. Teachers who are needlessly arbitrary, capricious or authoritarian should be assisted by supervisors, counselors, other teachers, or special consultants to better understand how to deal effectively with their students.

30. Non-professional aides should be employed to assist teachers in non-teaching and administrative classroom tasks. In the lower levels duties might involve removing boots, running mimeograph, collecting milk and stamp money, lunch supervision, transportation supervision, recess. Such aides should be appropriately trained. Such aides might be neighborhood persons for early grades and student assistants in upper grades. Freeing the teacher for additional opportunities to individualize instruction should be part of the objectives of such a program.

31. Part-time teaching aides should be employed as persons qualified in a particular field to enrich the offerings of the schools to fill gaps in curriculum due to lack of certified, available full time teachers, such teaching aides might also be used by creative, receptive teachers to supplement the amount of individual attention given to each child in a particular subject or grade. These persons might include retired school teachers, professional psychologists, attorneys, physicians,

chefs, journalists, poets, artists, businessmen, educated housewives and mothers who are unable or unwilling to devote full time to teaching but could be appropriately trained to work in supplemental capacities.

32. Teachers as well as administrators should be well informed of special services offered by the district or within the community which might be of assistance in promoting the well-being of children and youth. Teachers should be helped to identify children or youth with learning or emotional disabilities at an early stage in their career.

33. All teachers and professional employees should be made aware of the community in which they work: a tour of the neighborhood or community, opportunity to meet officials and civic leaders, knowledge of the socio-economic-political structure and problems confronting the area should be part of this awareness.

34. Teachers new to a district should be assisted for the first year by a sympathetic veteran teacher or an administrative official so that problems arising from lack of knowledge of the system and its rules will not interfere with successful functioning of a new teacher. New teachers should not be expected to assume major responsibilities of extra-curricular nature nor be assigned the most difficult or challenging classes or tasks.

35. Teachers should make every effort to consider each student as an individual rather than as stereotypes. Individual conferences, home visits, parental conferences should be sought by the teacher and should be facilitated by the administration by providing time, training in conference techniques and explanation of such efforts to the public.

36. Teachers should use, and be helped to use imaginative approaches, varied teaching techniques, sensory and discovery methods, group discussion, paired learning, individually diagnostic instruments, and other means to increase student response and create interest in learning. Instructors should avoid major reliance on lecturing and involve students in the learning process. Efforts to provide instruction that is geared to the individual, to his learning capacities and interests, and to his personal problems should be made by each teacher.

37. Related recommendations are # 1, # 2 Values, # 4 5 6 Goals, # 15 Assessment, # 17–25 Teacher Preparation

F. Intergroup Relations

Educational institutions in Berks County must come to realize that the community sees them as being the structures most capable of eliminating prejudice; this special position is accorded them by virtue of the promise education makes to enlighten and uplift men's minds.

While many members and non-members of minority groups reported specific instances of prejudiced teachers and administrators from grade school through college, concern was also expressed about the institutionalization of racism, bigotry, and intolerance. Such institutional prejudice is indicated in the lack of appropriate attention to contributions of minority groups in history and other fields, the transmittal of middle-class white Anglo-Saxon-Protestant values through texts, lectures, and other school activities and methods.

Prejudices practiced in the institutions are not solely those of race; in various sections of the county religious affiliation or socio-economic standing are causes for ridicule and discriminatory treatment.

According to many concerned citizens little or no leadership is offered by professional educators in even recognizing intergroup relations to be a problem. This is particularly true in suburban and rural schools and colleges whose members may not be witness to or part of discriminatory acts and therefore believe that such acts do not occur - or believe that all such problems lie in the urban core.

As noted previously, special training is needed in the identification and resolution of conflict situations and the use of such situations for maximum educational experience for youth.

There is a need for teachers and administrators to adopt effective means of confronting prejudice in the classroom and in the school. There is need not only for the sensitive teacher, but also one who has skills for handling classroom dialogue and confrontations, many of which might be abrasive and emotional.

During the course of our study several national resources were cited as being of particular usefulness to making needed changes quickly:

a. The Intergroup Relations Curriculum, a "package" program designed to attack the roots of prejudice and discrimination which has been developed at Tufts University, reportedly can be grafted onto traditional social studies courses and is based on inductive teaching - the ability of sensitive and committed teachers to induce pupils to arrive at understandings and conclusions of their own regarding race and discrimination.

b. The Human Development Training Institute of San Diego has reportedly developed a two year sequence of lesson plans to improve a primary child's self-confidence and awareness. They have trained teachers to use this package program in schools of varying socio-economic composition.

c. The National Training Laboratories, an associate of the National Education Association, has been involved for years in training teachers, as well as other persons in interpersonal, intrapersonal and intergroup understandings. Suggestions have been made by other groups that local teachers be exposed to sensitivity training programs as conducted by this organization or other experts.

Recommendations: **(See final section of this report for implementation suggestions.)**

38. That all educational institutions, school boards, trustees, and administrators make a positive commitment to effectively combat prejudice through appropriate programs and practices in their schools and in the community. Positive statements of policy should be widely publicized as a measure of moral leadership.

39. That requirements for teacher certification and teacher training programs be changed to make mandatory the study of courses designed to further human understanding. As an interim measure, individual schools should make this a prerequisite for employment or retention of teachers.

40. Attitudinal testing of professional staffs should be required by school boards to identify and rehabilitate or eliminate prejudiced staff members. Expertly run inservice training, sensitivity trainin and other methods should be utilized to improve the staff's intergroup and interpersonal relatio

41. Curriculum should include courses (in schools, colleges, teacher training institutions) which honestly portray minority roles and majority abuses. Texts and other instructional materials should be evaluated for their portrayal of such roles.

42. Colleges, high schools, and other community educational agencies should offer courses in "The Nature of Prejudice", "Moral Considerations in the Treatment of Minorities", "Urban Problems", "The Nature of Poverty", "Law, Order, Justice and Violence in American Society", or other such courses designed to help combat prejudice.

43. Special training should be provided for teachers and administrators to handle intergroup dialogues and confrontations, many of which might be abrasive and emotional. Training in the identification and resolution of conflict situations and the use of such situations for maximum educational experience for youth must be provided as part of teacher preparation and continuing education of established teachers and administrators.

G. The Administration and Support of Community Education

Presupposing the fact that there are four levels of administrative control and support of the educational task – the federal, state, county and local taxation district – the primary attention has been given in this study to the problems of the latter. This is not intended to suggest that there are not major problems and issues that are related to the work of these larger units. Indeed, it is a major assumption of this

committee that, as the task of meeting the challenge of an adequate education for our youth becomes more complex and intense in the last third of the present century, the resources of the federal and state governmental units will be increasingly in demand and necessary. The impact of numbers alone upon our educational systems, particularly in our urban areas and several specific school districts in the county, necessitates an increasing ratio of support from a larger resource base if the quality and quantity of education is not to diminish and deteriorate dangerously in the years immediately ahead.

Finance

One of the basis assumptions of our study is that the education of our young must become the primary concern of government at every level, and we must be ready to allocate a major portion of our national income to this task. Many major problems now confront us and demand urgent attention. One is the determination of policies by which national resources can be made available at the local levels in such a way as to assure both the democratic utilization of these resources for all of our citizens and the maintenance of quality of education at the same time. Another is the problem of determining whether public resources and funds are to be used to assist the independent sector of our educational system now facing a precarious future. Another is that of whether allotments made by the federal government are to be in the nature of general or specialized grants. These and a number of related questions constitute fundamental problems to be faced clearly in the years immediately ahead.

Although the problem is a pressing one, this committee has not given extensive attention to the questions of local financing and budgeting. The committee recognizes, however, the crucial nature of this problem and commends it to the attention of citizens concerned with education. There has been expressed a fundamental concern that, in a time of rising national demands brought on by war and defense expenditures, experimentation in space, and the rebuilding of our cities physically, educational needs may be sacrificed. Given the fact of rising tax burdens, local school taxing units are most susceptible to public pressure for reduction of expenditures. Concern has also been expressed over the negative attitudes that exist at various levels of the community relative to the support of education. Some have expressed the belief that certain industrial and commercial groups have not given wholehearted support to the cause of education generally because of their concern to maintain a reservoir of workers for tasks involving minimal education and training. Others have expressed concern that existing budget procedures do not permit a realistic analysis of proportionate expenditures and support for the various activities and programs of the schools.

Recommendations: (See final section of this report for implementation suggestions.)

44. More pressure should be placed upon the federal government for increased support of education at the local and state level. More consistency and simplicity should be brought into the supportive programs whereby they may be better implemented at the local levels, whereby overlapping of programs may be removed, and whereby local agencies can be given the freedom to utilize such funds in those areas that are most needed at the local levels. Greater federal grants should be made directly to local districts. Coordination and cooperation among school districts, between schools and colleges and among area colleges should be sought.

45. Strong scholarship programs at both the state and national levels should be continued, particularly for students of low income families or with particular needs. Scholarships should be considered for impoverished children at the elementary and secondary levels to assure their participation in the total educational program. Private funds should be solicited to increase motivation of students from impoverished families to continue education.

46. Federal, state and local tax reforms should be instituted to assure fair contribution and appropriate distribution.

47. Funds should be sought to provide impoverished students with application fees to apply to colleges where this is needed; colleges should eliminate such fees for needy students; availability of such financial assistance should be made widely known.

48. Local school boards should seek public support and understanding of the use of the tax dollar by holding a public briefing on the budget prior to its adoption. Citizen and student groups should be consulted as well as others in the school district during the formulation of preliminary budgets.

49. Educational institutions and school districts should adopt the techniques of "systems analysis" or planning-programming-budgeting system (PPVS) to enable administrators, directors, and taxpayers to realize the advantages of consistent planning and budgeting and to see more clearly for which programs funds are being spent and where priorities are.

School Boards

A primary concern expressed throughout the discussions of this committee has centered on the administrative agencies at the local educational level, namely the school boards and the college trustees. While some school directors are well informed and concerned with broad educational issues, school boards are generally criticized for:

a. the general lack of insight into and the understanding of basic educational concepts and problems;
b. the narrow political or personal concerns which they generally represent;
c. their failure to give proper and due attention to the general area of policy determination which constitutes their basic responsibility; and
d. their general inability to evaluate critically and creatively the administrative programs and proposals presented to them.

Recommendations:

50. School board members should be elected on a non-partisan basis.

51. Concerned citizens should seek out and support qualified and sympathetic persons for school board directorships.

52. More effective means should be sought to implement the education of the school board members themselves to the basic issues of education today beyond that of financial control and administration in order that these boards may serve a more effective role in the creative growth of their local institutions.

53. School boards should be more concerned with basic educational needs of quality education when budgets are made rather than allocating disproportionate funds to extra-curricular programs.

Organizational Responsibilities

The task of the administrator is a difficult and complex one. He stands at the intersection of a number of diverse and often conflicting pressures. He faces the demands of the public that he maintain order upon one hand and minimize the level of necessary expense upon the other. He faces the demands of students that controls be relaxed and more freedom and participation in the decisional process be allowed. He faces at the same time the demands of teachers that their voices be heard in both the administrative and the educational process and that they be given increasing assistance in various ways, most of which are cost-producing, by which they may improve their contribution.

Communication. As indicated in previous sections of this report, a basic criticism leveled at the administration is that it seems to lack the adequate structure and means whereby its various constituencies may communicate with it. Students feel isolated from the administrative process and tend to look upon administrators as principally concerned with repressing student desires and maintaining an educational program passed on either by previous generations or by impersonal agencies that has little relevance to contemporary student need. Parents as well speak of this sense of isolation from the administrative process.

Planning. It is the feeling of this committee that a definite need exists for someone to give leadership and guidance to the development of creative and experimental programs at all levels of the educational system. A similar need exists for professionally trained persons to point out to their boards and constituencies what alternatives exist as important decisions are being made.

Evaluation of Teachers/Teacher Tenure. Participants expressed a belief that in many schools the supervision and evaluation of teachers by the administration was frequently cursory. Concern was expressed that while supervisors or principals occasionally visit classrooms, that such visits are quite infrequent and are very brief. Frequent assertions were made by participants that the teacher tenure laws are looked upon by administrators as an excuse for cursory supervision, that such laws tend to maintain incompetent teachers in positions, and that no professional employee should be "guaranteed" a continuous position. On the other hand many participants observed that without the tenure laws, the teachers' academic freedom would be seriously in jeopardy particularly in school districts in which the administrators or the school boards held a different political outlook than the teacher. In addition, it was observed that the lack of objectivity by some administrators would subject teachers to the necessity of being "yes men". Furthermore, it was suggested that in some school districts the need to balance the budget or reduce overall expenditures for teachers' salaries would lead to the arbitrary dismissal of the longer standing teachers who were entitled to the state mandated salary increases in favor of the new, lower salaried teachers.

"Some administrators hide behind the tenure laws - They can get rid of incompetent teachers, if they only do their homework and follow the correct procedures." - A Berks County School Administrator

"I believe that fewer than half a dozen teachers - ever - in Pennsylvania - have been successfully dismissed when they chose to fight dismissal in court." - A Berks County School Administrator

Individualized Instruction. While reference has been made previously to the teacher's responsibility for individualizing education, this committee recognizes that administrative direction, school organization and availability of appropriate instructional materials are necessary for effective individualization of education. Despite frequent assertions to the contrary, opportunities for students to progress at their own speed, to be exposed to a variety of learning techniques, and to pursue individual interests or talents are said to be few and far between.

It is with dismay that many professional educators and informed parents learn that experts say that it is possible, in terms of methods and cost, to provide instruction that is effectively geared to the individual, to his learning capacities and interests, and to his personal problems - and see so little impact in local schools of such knowledge. In some cases, innovations originally designed to release the individual student from the lock-step methods of group advancement seem to have been adapted in such a way as to be the very antithesis of the underlying principle of individualized instruction. For example, the use of programmed learning material in elementary mathematics in some of the local schools has not changed the practice of requiring every child to do the same page at the same time (regardless of possible mastery of principle) and being forbidden to go on to the next page. Non-graded classes in some instances have indeed moved the artificial grade level labels, but class members continue to be lectured to as a group and work together as a class rather than as individuals.

Rare also in local schools are the apparently minor modifications which would permit and encourage a student to go on to something creative or interesting when he finishes classroom exercises early.

While it is recognized that many citizens as well as teachers are highly skeptical ill-informed and fearful of innovation, it is believed that professional educators have an obligation to provide forceful leadership in developing a climate (in the community and in the schools) receptive to improvement of the quality of education through change, and conducive to adaptation of quality centered academically sound innovations in educational theory and practice.

Exceptional Children. While considerable progress has apparently been made in recent years in programs for exceptional children, a number of needs have been noted. Many persons see programs for the culturally different, impoverished or disadvantaged as being somewhat ineffective because of the limited exposure of a child to such programs. For example, many gains noted during the head start program are believed lost because the primary classes into which children are placed do not continue the effective methods. Diagnosis of learning disabilities is frequently long delayed and remedial opportunities limited. Gifted students and specially talented students have few opportunities at the elementary levels or secondary levels to develop to their fullest potential. Average students who might have particular talents or receptivity to particular fields are seldom given the opportunity and direction to pursue them. Non-English speaking children frequently receive no instruction in subject matter and less than two hours a week of English language instruction.

Recommendations: (See final section of this report for implementation suggestions.)

54. More adequate structures for dialogue and communication between administrators, students, parents and teachers should be effected. Administrators and school boards should facilitate the establishment of lay-professional advisory boards, mechanisms for student participation and teacher involvement, and evaluation of the goals of their institution.

55. Administrators should assume leadership roles in developing a climate receptive to improvement of the quality of education through adoption of constructive innovations. Such professionally trained persons should point out to their boards and other constituencies what alternatives exist as important decisions are being made.

56. Every school district or institution should appoint a director of curricular research and improvement to give leadership and guidance to the development of creative programs and to provide assistance to teachers seeking new ways and means to improve their teaching programs; such a person should be responsible for directing continuous long range planning for improved curriculum.

57. Administrative tasks should be assigned to administrative personnel in order to exclude from the area of teacher responsibilities those tasks that are not integral to the function of good teaching.

58. More effective means by which evaluation of good teaching can take place should be sought by administrators, and increased attention given to the removal of basically incompetent teachers. Teachers who display attitudes of racial prejudice, emotional instability or immaturity, or fail to maintain adequate levels of professional competence should be removed when adequate evidence of such conditions is made available. Students, fellow teachers, graduates and professional experts should be involved in the evaluation process.

59. Administrators should be strengthened in every area leading to effective intergroup relations: implementation of curricula reflective of the contribution of minority groups, appointment of personnel sensitive and competent in dealing with intergroup confrontations and attitudes, widespread publication of positive school policies and programs relating to intergroup relations.

H. Curricular Improvement

Earlier sections of this report stress the importance of the basic values transmitted by the educational process and the goals of quality education. Nowhere is the possible product of education more evident than in an analysis of curriculum. Participants assume that if the goals of quality education were an integral part of the curriculum, curriculum changes would be made as part of a regular process of re-evaluation of goals and assessment of school performance in meeting those goals. Until evidence is seen that would indicate the incorporation of such goals in most school programs, several specific needs and problems have been noted.

Basic training in the fundamental areas of human knowledge such as language, writing literature, history, government and science should continue to be offered to both college bound students as well as to those who are not. General support of the development of offerings in the vocational-technical area is in evidence, although there is some concern that such offerings may be overly oriented to local industrial needs, rather than to future developments, or individual potential.

One of the most persistent criticisms by students has been that too much of the formal curriculum seems strangely removed from the vital concerns and interests of a significant number of students. The cry for "relevence" exists at the secondary as well as the collegiate level. One particular demand strongly supported by the committee, referred to in other sections of this report, is for the implementation of curricula that deal more adequately with the problems of racial understanding.

> *"If institutions and individuals continue to pay lip service to human values yet fail to demonstrate this concern in curricula, the product of education will continue to be persons who cannot come to grips with the stated humanistic goals of society."* - Berks County Adult

More and more frequently the student does not see a relationship between what he is taught in school and what he needs to know in life. Many students do not seek a merely vo-tech sort of practicality. They want a literature related to life's problems and their own emotions. They want a history related to man's psychology and his present terrible dilemmas. They desperately need the whole gamut of what a liberal education can be.

"It is not fair to stuff students full of (soon to be out-dated or single minded interpretation of . . .) facts in high school and wait for college to give them a civilized "humanities" point of view. By then we have lost many and conditioned them to be self-seeking young materialists. Those who do not go on to college frequently become anti-intellectual as a result of the regurgitative kind of education which schools emphasize." - Berks County Adult

Students and parents alike complain of such classes as Junior High school Biology where students must memorize the names of the bones as well as details of body systems which they say would benefit only a medical student. In addition they say that because of large classes, students probably write less than they ever did; English teachers are frequently too overloaded to assign even a weekly theme. Yet students complain that they are continually given "busy work" which many rightly see through as more of a disciplinary measure than an educational aid.

Although the instructions accompanying the Scholastic Aptitude Tests state emphatically that these tests should not be studied for and that a student's score is reflective of his general knowledge acquired over years of reading, a large number of English teachers in Berks County reportedly drill students endlessly with multiple choice vocabulary and grammar questions to prepare them for the "Boards." This is often done at the expense of decent literature or writing programs.

In other areas a need is seen for sympathetic and skilled instruction in human and family development, drugs, etc.

"As a clinician whose responsibilities not infrequently include the performance of pre-natal care and obstetrical delivery for young women who leave school as early as the eighth grade and regularly from the ninth grade to the twelfth grade, I feel we have a big job to do in bringing realistic planning into the public school systems, particularly in the area of providing informational courses in basic concept of human reproductive biology." - Berks County Physician

Additional recommendations relating to curriculum changes are made elsewhere in this report in connection with teacher preparation, administrative changes and classroom teaching, and in reference to the application of human values and desired objectives or goals in the educational institutions.

Recommendations: (See final section of this report for implementation suggestions.)

60. Schools and colleges should offer a more flexible curriculum to meet the growing needs of a changing society. Programs should include:

    a. Human and Family Development courses including understanding of human sexuality, family planning, family living, child development and factors which impede human development including drug abuse, venereal diseases, etc. should be offered from the earliest levels of school at appropriate levels for different ages.

    b. Black history and minority cultures understanding should be skillfully integrated into curricula for all students.

    c. Programs for gifted, superior and talented students should be available at elementary and secondary levels; such programs should be challenging and provide opportunity for flexibility, experimentation, innovation and revision; curriculum should be enriched by the use of affiliated programs, cooperation among schools and colleges, appropriate accelerated grading and individualization of instruction.

    d. Independent study, critical and creative thinking, enrichment programs and individualized instruction should be available to all students.

e. Effective compensatory programs should be developed at all levels.

f. Early identification and effective programs for those with learning disabilities should be adopted.

g. Additional work-study opportunities should be available.

61. The curriculum should be frequently and frankly evaluated by professional staff, students, parents, and others in conjunction with the goals of quality education.

62. Course content should be established sequentially where appropriate from kindergarten through twelfth grade to eliminate unnecessary repetition as well as to prevent knowledge gaps. The value of random learnings should be evaluated as opportunities for individualized instruction become more widespread.

63. Persons resident in the community who have special expertise in various fields should be encouraged to participate in formulating new programs or revising existing ones.

64. Increased attention should be given in all courses and programs to understanding of concepts, underlying principles, and logical application of theories rather than the memorization of facts, figures, and questionable interpretations.

65. All schools should have a one, two or five year plan for the improvement of curriculum. Such a plan should be formulated and frequently revised to meet the priorities established by the professional staff, students, parents and community. University experts and other experts engaged in national curriculum improvement projects should be sought as consultants.

I. Guidance and Counseling

Time and again during the course of this study people raised the issue of inadequate or non-existent counseling in many Berks County schools. While many pointed out the existence of a number of excellent programs and dedicated counselors, there was indicated a considerable confusion about the role of guidance counselors. Students, parents, teachers, administrators and counselors themselves often had conflicting notions of what function their schools wanted them to fill. Counseling at the elementary school level was reportedly non-existent in many schools, or being done by insufficiently trained counselors in others.

Many college-bound students saw counselors only as a means to select and enter an appropriate school and complained that many counselors were ill informed and not able to assist them adequately in this regard. Many black youth were concerned with the attitudes of prejudice which they met in counselors which was evidenced by their discouraging high aspirations for careers in white collar and professional fields. Many teachers used counselors as a means to relieve their class of difficult students, and many administrators used them as no-cost-substitute teachers or disciplinarians. Most students complained that they are unfairly categorized by their counselors.

Some persons saw counselors as assuming responsibilities for diagnosing and treating emotional disorders rather than referring such students to competent professionals, while others believed that counselors did not wish to have anything to do with personal problems of the students. Many counselors do not preserve the confidence of students and thereby discourage frank discussion of problems. Often people with little empathy or who see the job as a stepping stone to an administrative position, or who want to avoid what they consider to be onerous teaching tasks have sought positions as guidance counselors.

Furthermore, there are parents, administrators, teachers and students who have misused and abused guidance counselors to the extent that in some situations counselors become scapegoats for a variety of complaints. Most guidance counselors have more than twice the student load as is recommended.

Frequently counselors are seen as furthering the inculcation of the values of a materialistic achievement oriented society rather than more human values. The preparation of counselors is seen as inadequate in the area of understanding child development, personal philosophy, and techniques of dealing with

highly emotional and frequently abrasive confrontations. While some recent advances have been made in the requirements for certification of counselors, many counselors who continue to function under older certification requirements are seen by many as lacking the appropriate training for their positions.

Recommendations: (See final section of this report for implementation suggestions.)

66. Realistic definition of the function of guidance counselors should be formulated by consultation with university consultants, psychiatrists, psychologists, and lay persons as well as school personnel familiar with unmet needs in the area of guidance.

67. Training programs which prepare persons to perform the functions competently and creatively should be established to encourage high level, sympathetic persons to train for a career in counseling; such training should be required of present as well as new counselors; such training should include group counseling, courses in personal values and philosophies, opportunities for specialization on a graduate level, etc.

68. Widespread knowledge of the function and limitations of guidance counselors should be sought within the schools and community; counselors should be available to students after school hours; cooperation with parents should be sought at every appropriate opportunity.

69. Institutions preparing counselors should discourage those having deepseated prejudices or emotional problems from entering the profession, attitudinal testing, group discussions, group therapy, or group counseling should be used to identify and help such individuals; similar testing and group sessions should be used within schools as part of a continuing evaluation process of performance of guidance counselors.

70. Schools should actively recruit and retain empathetic counselors of various educational, racial, and socio-economic backgrounds.

71. Guidance personnel should be adequately and fairly evaluated regularly so that dysfunctional personnel might be rehabilitated or removed.

72. Guidance personnel should be separated from administrative and teaching functions so all students will be able to discuss their problems honestly without fear of retribution.

73. Counselors should preserve the confidences of the student and should not be required to record such confidences.

74. Effective efforts should be made to identify troubled youth as well as those with learning disabilities at an early age. It should be recognized that additional cooperation between teachers and counselors, between psychologists, psychiatrists, social workers and community agencies with the counseling staff is necessary.

75. Special services of the community, of a mental health team, of the county superintendent's office, and of other area diagnostic or treatment centers should be made widely known to all teaching personnel as well as other staff community persons.

76. An office of Pupil Personnel Services should be established by school districts at the highest administrative levels to be directed by a highly trained and clinically experienced professional director. Such a director should have administrative authority over psychological services, special and remedial education as well as guidance and counseling.

J. Student Evaluation

During the course of this study it was found that feeling ran very high against the traditional report card procedures and grading found in most Berks County schools. It was pointed out that it is through the report card system that students acquire many of the basic facts on which he judges his worth.

"We middle class parents are in a bind. We see many of the shortcomings of teachers, sometimes indeed wrongdoings. But we close ranks with the administrators and tighten the screws when our child starts to fail, because we are concerned about "his future." The day seems to be gone when a middle class child can fail at school but still feel loved and worthy at home." - Berks County Adult

"In the long run reporting serves no more important purpose than enabling the child to understand himself and be better understood, so that he might develop his potentialities to the maximum. Our purpose in school is to help people discover and develop the talents that reside within them. . . . Since much of what is done in the name of reporting prevents or inhibits children from developing their innate capacities, it is surprising there has not been a greater outcry against such ineffective practices. The reporting process and evaluation procedures out of which it grows can be deceiving and damaging when the reporting base is the grade level expectancy." - Dean of a School of Education

A number of participants expressed the belief that concern about the effectiveness of the schools would be even greater if parents and teachers were fully aware of the extent to which ineffective reporting practices are detrimental to the welfare of children.

"We know that public school performance, less than ever, is a measure of a person's intelligence, integrity or even ability to succeed at something someday." - Berks County Adult

Recommendations: (See final section of this report for implementation suggestions.)

77. Students should be evaluated on the basis of their own potential rather than in relation to others. Present grading and reporting systems should be fully re-examined and revisions should be made in conjunction with redefinition of goals. Teacher-student and teacher-parent conferences should be an integral part of each individual student's evaluation. The need for any grades at all in the elementary schools, in art, music and gym should be seriously questioned. In secondary and college courses alternatives such as a pass/fail or no grade system should be considered.

K. Extension of Education

Recommendations: (See final section of this report for implementation suggestions.)

78. Educational opportunities should be expanded so that parents of all 3, 4 and 5 year olds have the option of sending their children to schools staffed by trained and sympathetic personnel. Such opportunities should not segregate children on the basis of family income, or any other basis.

79. Bus transportation should be provided for kindergarten age children in districts which provide transportation to other children.

80. Community education centers offering post-high school courses should be established to increase motivation and raise the number of students able to participate in furthering their education regardless of their age. Such centers should be responsive to community needs and should supplement opportunities presently available in Berks County. Such centers might offer enrichment courses to high school students.

L. Corporal Punishment

Many participating parents expressed amazement that various means of physical abuse were being utilized against children of elementary ages and secondary school age, while others reported having heard about frequent abuses by particular teachers or administrators. Students reported having observed physical abuse and other types of degradation of classmates. On the other hand, several teachers and administrators felt that without the use of or the threat of punishment, there could be no effective discipline.

Recommendation:

81. Corporal punishment should be denied as a permissible policy in local school districts and replaced with more effective, less punitive methods of controlling child behavior than fear and

violence. The dependence of some teachers and administrators upon corporal punishment and the feared effects of its removal must be dealt with effectively. Greater efforts to enlist parental help in serious discipline problems should be made. Particularly vicious or violent children must be referred to competent specialists: special help to teachers in adopting more positive techniques for correcting undesirable behavior must be available.

BERKS COUNTY COMMITTEE
FOR THE
1970 WHITE HOUSE CONFERENCE
ON
CHILDREN AND YOUTH
REPORT

PART 2

THE HOME DIVISION

"Children are vulnerable; they need protection. Children are dependent; they need special services. Children are voiceless in the seats of power; they need advocates to speak for them.

Those who gather on behalf of the needs and wants of children, to direct services, to study programs, to forecast needs, and to prevent damage and pain, take on themselves a heavy responsibility. If they fail, children will not know their names, not only that somebody, somewhere, sometime should have done more and cared more!" - State Committee on Children and Youth

INTRODUCTION

This four month study of the needs of children and youth in Berks County was punctuated by a number of events which created a sense of immediacy and urgency to identify solutions to underlying problems faced by this community and particularly its young people. The recent center city riots and continuing threats of interracial violence, the local taxpayers outcrys against increased taxes and local student rebellion have aroused an increasing number of citizens to thrust aside the "business as usual" attitudes to search for personal and civic answers to the most pressing problems faced by the youth of our community and the world. While apathy, disinterest or hostility characterizes the attitudes of a discouragingly large number of Berks Countians of all ages, youth and adult alike working on this study have been encouraged to find a willingness to listen to each other to work out solutions to problems faced by youth and the community.

Contributions of the home to its individual members. During the past four months, the home division has given attention to the contributions, shortcomings and possibilities of the home to its individual members. The first and most basic contribution of the home is to provide the proper physical needs for its members. This includes proper food, clothing and shelter, as well as proper use of these by the development of personal health habits. This may not be the most important function of the home, but it is certainly the basic function. Income necessary to provide these minimum physical needs is important and essential but it is not the full answer to all problems nor is it the solution.

A second and very important task of the home is to provide for the emotional needs of its individual members. In the home the child will first learn who he really is, his importance, and his worthiness as he assumes responsibilities. Through these channels he will develop emotionally, and as his importance and responsibilities increase he will be made aware of his personal physical and emotional development. These needs can be handled best in the family where each individual member is capable of complete trust, honesty, and where each person is capable of giving and receiving love. The home is the basic community - the child's first community, and here he has his first concept of authority, and his first sense and realization of the needs of others.

The third contribution the home must make is to provide its members, especially the children, with a scale of appropriate and true values. These values are affected greatly by the values of the parents and their acceptance is affected by the child-parent relationship. Since the home remains the prime base of society it is the challenge of the parent to recognize and learn to cope honestly with the tremendous shifts and rapid changes in our society and evaluate realistically the weaknesses and merits in this changing scale.

When the home, for one reason or another, cannot meet the needs of its members, society must step in to aid wherever possible. Society cannot, and must not, take over the functions of family life, but rather assist and guide this basic functional unit in meeting its own individual family needs. This is our big problem.

Basic Principles. Consideration should be given to a few basic principles which should guide recommendations aimed at strengthening individual and family life within our community. The first is the identification of primary and secondary sources for nurturing and strengthening healthy, wholesome human and family life. Primary sources, mainly educational in nature, can be identified as follows:

Institution	Composition
Home	Family members - parents and children
School	Teachers, pupils, administrative staff
Church	Ministers, teachers, pupils (parishioners)

Secondary sources, predominantly therapeutic and supportive in nature, might include such organizations as health, education, welfare and social services which the community provides to augment and supplement the efforts of the primary sources.

The second principle is that a basic trusting relationship needs to emerge among the different components of a community attempting to solve the problems confronting it and coping with the changing needs of its constituents.

An illustration of the application of these two principles might involve the need for additional education in certain aspects of family life While the school, as a primary group, would take on the challenge to expand its present curriculum in order to reach younger children, the P.T.A. might reach parents on the adult level prior to or simultaneous with the school's program The church, as a primary source, might provide educational programs on the child and adult level to supplement the school's effort.

Another illustration of the two principles would be in the providing of day care programs for young children Various community agencies and resources might bring such a needed center into a community. The schools would need to be prepared to provide the necessary training of personnel for day care centers; health, education and welfare services would need to make their professional guidance available Industry should be involved in making a contribution to such services if additional workers are to benefit such industries

Most programs attempting to help one segment of the community or family requires that other segments or family members must be reached if full understanding of a particular type of service is to be achieved Increased professional cooperation is also a necessity if real progress is to be realized. New programs as a result of new developments will necessitate innovative ways of communication.

A Values

As noted above one of the major contributions that the home must make is providing its members - especially the children and youth with an appropriate scale of values.

Many participants see the people and the institutions of this community as emphasizing "production oriented" values rather than "human" oriented values They see parents, schools, church, government and many of their peers as desiring uniform standards of behavior as well as products, of rewarding competitive achievement, of emphasizing order and emotional neutrality, of admiring material acquisition, of judging a person's worth by the amount of money he can amass.

The Lack of Economic Worth In early social structures the economic worth of the family unit was judged by the number of members in the family Children, especially males, had always been considered strong economic assets

Even in rural America a generation or two ago, children became economic assets at age five or six by participating in the operation of the farm and the maintenance of family life.

Life in modern urban America has made a child a complete economic liability at least until the age of sixteen, and often until he has completed his education which may take until the age of twenty-three to twenty-five This means that in our society our children and youth have virtually no economic worth, and are almost total economic liabilities What really intensifies the problem is that our materialistic society evaluates almost everything by the standards of economic worth. It is no wonder that children growing up in this society feel such a lack of self worth. It is also no wonder that they are in strong rebellion against the materialism of the society which relegates them to their position of worthlessness They are interested in a society which has a human scale of values rather than a materialistic scale of values Their emphasis is definitely on persons rather than things.

Inequitable Distribution While decrying the emphasis on economic values, there is a sense of outrage at the inequitable distribution of the social, economic, political and cultural privileges of the community. Many changes have been suggested by this report and other local efforts which aim at extending such opportunities to all youth These recommendations are considered by many to be needed only on an "interim" basis -- until the people and institutions base their objectives and actions on human values leading to more equitable distribution of opportunities.

Quantity versus Quality There is a sense of frustration and despair at the apparent inability of the community and those deliberating changes to move beyond questions of quantity to questions of quality - to questions of the application of human values to life rather than the extension of economic values.

Human Values Human values - such as understanding and appreciating one's own worth and the worth of persons as individuals - are seen also to include an emphasis on creating an environment that is more hospitable for diversity among people, a community in which meaningful human relationships can be developed, a family, school or church in which individuals can relate to each other without pretenses, and an every day life characterized by mutual help rather than competition. In a scale of human values the quality of life should be measured - if at all - by the opportunities for creativity, expressiveness, joy and passion -- and by the performance of acts of mutual help, social awareness and responsiveness.

Recommendations:

82. That individuals and institutions recognize the need for critical self-evaluation in terms of actions and objectives as these relate to human values. Individuals and institutions are urged to examine the relationship between what they are saying and what they are doing; between what they are striving for and how they are acting; and, between what they are striving for and what they should be striving for.

83. That individuals and institutions develop mechanisms for continuing responsiveness and self-renewal in terms of human values. Individuals must be helped to recognize that life will and should be one of continuing self-transformation, of adaptability, of openness. Institutions must recognize that the silent consent of the governed is no longer sufficient, that the participation of people in decisions affecting their lives is both desirable and necessary; and that procedures to facilitate the responsiveness of institutions to human values need to be developed.

Religion Many youth reported their alienation from religion resulted from the apparent hypocrisy of their parents and society.

Recommendations:

84. Adults should examine their religious lives to evaluate the intellectual honesty in their practice of faith.

85. Dialogues among adult and youth to provide an exchange of personal feelings and religious ideas across the barriers of age in an atmosphere conducive to frank discussion.

86. A shift in church emphasis from preoccupation with organizational and institutional matters to human problems.

87. Churches of all faiths combine forces effectively to combat social problems such as racism, poverty, discrimination in housing and employment, etc.

B. Emotional Needs

Emotional Needs of Children and Youth A second and very important task of the home is to provide for the emotional needs of its individual members. These emotional needs include:

a. a sense of self-worth.
b. a sense of individuality.
c. a sense of autonomy and freedom and the ability to deal with manipulative forces.
d. the ability to deal realistically with crisis situations.

During the study it was noted that social agencies, guidance counselors, neighbors, teachers, ministers, physicians and many parents themselves frequently observe that many parents could use assistance in understanding various aspects of child and adolescent development. While increased corrective measures

measures are certainly needed to meet the symptoms and problems of already troubled youth, many participants felt that preventive measures - measures which would help develop emotionally healthy youngsters - would be to the greater benefit of the youth and children of the community as well as the community itself.

> *"Parents are the last group of amateurs in the world still entrusted with the complicated and skilled tasks involved in nurturing children. Who will prepare them for the task?"*
> - Berks County Adult

Recommendations: (See final section of this report for implementation suggestions.)

88. That neighborhood in-home discussions and demonstrations be conducted by a trained neighborhood aide to help make parents aware of techniques, underlying need and recognition of problems relating to developing sense of self-worth, identity, and responsibility in their young.

89. That open neighborhood "seminars" or "drop-in clinics" for parents be arranged in store fronts, schools, or churches on infant and childhood emotional needs and satisfactions.

90. That short, simple films be shown in maternity wards at several different times during the week on subjects relating to the nurture of children emotionally. Such films might also be shown dealing with different age children in well baby clinics, post partum clinics, pediatric clinics, and other places where mothers of young children may gather.

91. That similar "seminars", "drop-in clinics", discussion groups, and films designed to help parents understand the needs and problems of teenagers should be widely available.

For those adolescents in need of someone to talk to, we recommend:

92. That a "drop-in" clinic be available after school hours, evenings, and weekends manned by sympathetic and trained listeners trained to recognize need to refer troubled youth to appropriate professional assistance. Where possible such listeners should be available in natural settings and places frequented by youth; personnel - professional and paraprofessional - coming in natural contact with youth in their agencies, centers, activities and schools should be given increased training in skills to meet the emotional needs of children and youth.

93. That "hot line" telephone service be established for youth to call in to talk about their problems and if necessary be referred to appropriate source.

Closely connected with youth's emotional development is the appropriate use of leisure time. It has been stated many times that recreational facilities are not sufficiently available to youth in the city and the county. We recommend:

94. A review and implementation of recommendations from the United Community Services Recreation Survey.

95. Mass social recreation, possibly in the form of public dances, should be funded and supported by city, county and other governmental bodies as well as public and private agencies.

96. Small group activities especially for youths not inclined to sports should be widely available.

C. The Role of Youth in Society

Most Berks Countians who participated in our study report that there exists in the community a conflict between society (or the older generation) and youth. Many believe the conflict is similar to intergenerational conflicts of the past characterized by youth trying to take over the role of the elders and elders wanting to keep the young people from doing so. Some believe that in Berks County when a strong authoritarian family tradition exists among the dominant national groups (German, Polish, etc.) that the conflict is less obvious and not so pressing a problem.

Many others believe that mass media coverage, new families as neighbors and changing technology present new alternatives of action and values to youth and that many local young people are less guided by the former authoritarism in their home and school life.

Many youth feel that the community is "anti-youth". Some attribute this to fear, jealousy, hostility or resentment by many older people who themselves may have been frustrated, humiliated or downgraded when they were younger - and now want their "turn". Many youth and adults believe that the general anti-youth inclination of the community is "doubled" in effect when applied to black youth.

"The older people have a very hostile feeling toward the young, lack an appetite for quality or excellence, lack appreciation and support for education, and desire things to be as quiet and unchanged as possible. They have a kind of resentment against one generation having things any better than the last, which is in itself a negative force against change and improvement, and they are persistent in their attitude against the right of youth to express opinions and influence decisions. - Former Berks County Professional Community Agency Administrator

The feeling was frequently expressed that while the conflict seemed to concern overt behavior (length of hair, manner of dress, music preferences) that the underlying problem was one of values: should you judge people by their appearance? Should we be permitted to decide ourselves what to wear? - or decide anything alone?

Generation Gap - Awareness Gap? Many young people and some adults believe the basic conflict is one of mutual misunderstanding -- described by many as a generation or awareness gap. Youth participants suggest that adults fail to act in accordance with the important things (human values, honesty, mutual help, justice, forthrightness) while the adults believe youth fail to understand and respect the "real" important things - obedience, good manners, hard work, material acquisitions, conformity, order.

New Maturity Many participants believe there is a misunderstanding growing out of a failure by adults to respond to the new reality of the social, political and physical maturity of young people today as compared to the adults own adolescence.

> *"If Booth Tarkington were writing SEVENTEEN today, he'd have to call it TWELVE."* - Berks County Adult

Many adults believe there is a similar failure of youth to respond "properly" to superior wisdom, knowledge and experience. Many express the belief that young people want and need more limitations and need to be relieved of responsibility but most of the young believe that it is the adults who need and want the satisfaction of the dependency of youth and want to maintain their "arbitrarily" superior position.

Basic/Deep Seated Conflict? The intergenerational conflict is seen by some participants as a very basic and deep seated conflict of interests and objectives between the adult society and youth of Berks County -- far more than a simple misunderstanding.

In this view the relationship between young and adult is characterized by "superior/inferior" "slave/master" "prisoner/guard" "dominate/subordinate". It is seen as relationship characterized by demands for obedience, respect, and no questions from youth for personal, social, economic and political reasons. Many young people say there is no rationale for this domination: that much of the adult's "wisdom" and "experience" is irrelevant in today's world. They say that adults are really learning along with youth; that adults may be in fact less capable in many instances than the young because their adult "way of thinking" is based on outdated concepts no longer applicable in the contemporary world.

Irresponsible Youth Some youth who are -- or seem to adults to be -- irresponsible or unable to make decisions intelligently, believe it is because society (primarily their parents and teachers) have not helped or encouraged them to learn how to think and act rationally and responsibly. One group described the status of their peers in this respect as "debilitating dependence designed by adults".

Other young people admit to appearing irresponsible, unreliable or stupid deliberately and say they do so because their teachers, parents, social workers or ministers expect them to be so -- and might retaliate against them if they are too smart.

"I'll have to con my dad into thinking it's his idea or else . . ." - Berks County Youth

"You gotta appear humble or he'll (the counselor) recommend you to some third rate college just out of spite!" - Berks County Youth

Some young people see most of their Berks County peers as having acquired the same attitudes and values of their parents; they say such values are accepted unquestionably and without rational consideration

> *"Most of the kids in my school have been processed: they'll jump when they're told; they'll kill when they're told; they have no greater ambition than to make money -- any way possible."* - Berks County Youth

> *"They've been programmed from the very beginning - they can't even discuss - let alone defend - what they or their society is doing."* - Berks County Youth

Economic Conflict Many young people see the intergenerational conflict as being based on various devices to protect the older person's economic security -- and at the same time prevent the younger persons from attaining the economic independence which might permit them to make important decisions about their own lives.

Recommendations:

97. A review of the child labor laws to update provisions which prevent young people from obtaining positions in certain industries or occupations. The need for protection against exploitation of young workers should be recognized but that modifications are necessary in many cases.

98. Year-round part-time exployment should be available for youth who wish to work or who need to work; summer employment opportunities should be expanded.

Political Conflict Youth sees the denial of the right to vote as an arbitrary carry over from previous ages; they see many of their peers no less incompetent and in some ways more competent than their elders; they characterize some recent adult interest in lowering the voting age as a deceptive technique being used to pacify youth -- or to be able to "shoulder off some of the blame" for national conditions; draft laws are seen as another indication of basic conflict since they apply almost exclusively to the young -- and particularly to the disenfranchised; many youth believe that the present draft laws operate unfairly and would prefer some choice of national service for all ages.

Recommendations:

99. The voting age should be lowered to 18.

100. A complete review of draft laws and revisions should be undertaken with the participation of the age groups affected.

101. A concerted effort should be made to involve young people in community and household planning and decision making particularly in activities affecting their own lives. In other areas of community action, youth observers should be invited to participate in preparation for taking a more active role in the community at an early stage of their lives.

Social Most youth say that they have had totally inadequate knowledge of the biological, emotional, psychological, and spiritual aspects of sex. They report that much of the information they have had is too little, too late, frequently untrue, and irrelevant to decisions they have been and are expected to be making. Many youth believe it to be "ridiculous" that society should arbitrarily limit by legal or social means, their sexual experience while permitting older (but not necessarily more responsible) persons to make their own decisions.

Recommendations:

102. That human development and family life education begin at home and in school at the earliest possible age, and include skillful and sympathetic and appropriate information regarding the biological, emotional, psychological and spiritual aspects of sex.

103. That adults be made aware of the hypocrisy which youth sees in their elders attitude toward sex.

104. That schools be made aware of the need for early identification of the pregnant teenager, that the community provide improved counseling services, that the unwed mother be permitted to return to school or continue to fulfill her goals without arbitrary restrictions; that additional facilities be made available for the confinement if desired by the mother to be. Additionally, services should be available for the father. Early educational efforts should be made in order to postpone the first pregnancy until more appropriate time.

"About 70% of the weddings I perform result in a child in far less than nine months." - A County Pastor

"I am concerned mostly about the increasing numbers of young women of high school age (13 - 18 years) who present themselves at the various pre-natal clinics throughout Berks County with intrauterine pregnancy, often unrecognized and inevitably unplanned and unwanted." - Berks County Physician

"What kind of twisted values is your generation foisting upon us – killing, maiming, burning seen on T.V. by my 5 year old sister is o.k. -- but I can't even get into a movie if anything suggestive of the act of love is being portrayed." - Berks County Youth

Law and Justice Many youth see adults as acting extremely emotionally and irrationally when discussing or facing any non-conformity in youth. They see adults as being very hostile if youth questions or protests what seems to youth to be injustices of our society.

On the question of civil disobedience, demonstrations, dissent protests and violence, opinions ranged from "If you don't like it – get out"; to "We have an obligation to protest injustices" to "Without a show of power, no changes would come" and "... any means necessary". Many youth believe that "due process" is denied to youth in conflict with laws; youth can be detained, curfewed, sent away to study centers without counsel. They believe that contrary to what is supposedly guaranteed, juvenile records are not confidential and are made available to school personnel and others. Many youth believe police use arbitrary, unwarranted and unauthorized pressure or action against many young people throughout the county and to a greater degree against black youth.

Recommendations:

105. For those youth who come into contact with law enforcement agencies or personnel, we recommend increased support for better recruitment, training and evaluation of personnel and procedures, the need for sensitive sympathetic personnel must be recognized.

106. That a high level public post be created to serve city and county youth as a "youth advocate". Such an advocate should be available readily in times of crisis and should be responsible for advocating youth positions throughout the community activities along with youth themselves.

107. That citizens recognize and support the need for rehabilitation of youth in conflict with the law: sufficient funds, professional personnel of various backgrounds, as well as citizen commitment is needed.

Many youth report that they do not believe that Berks County can be a community in which young people are accepted and respected as individuals. Many believe that they may be able to find a community elsewhere -- and would prefer to plan to leave Berks County than to try to bring about needed changes. A number of youth believe that "revolutionary means" are necessary to "restore rationality to a society that thinks it is acting rationally".

Many youth are highly skeptical of token gestures by adults to involve them in planning or decision making roles because they think the "cards are already stacked" in the adults' favor.

D. Racism

Throughout the course of the meetings and interviews various opinions were expressed on the extent of racist attitudes in Berks County and the inequality of opportunity encountered by black youth in jobs, housing, education and pursuit of individual dignity and self-respect.

While prejudice against youth of other ethnic, religious or national groups was deemed common in many parts of the county, and the anti-white attitudes of many black youth was identified, the effect of such attitudes was not deemed to be nearly so widespread or as damaging to the children and youth as a group. Many observations and recommendations could well apply to other groups but because of the almost all pervasive nature of the problem of racism, we address our recommendations specifically to the ultimate elimination of racism

The extent of individual racist attitudes was discussed by many youth and adult participants and opinions varied widely on the relative numbers of Berks Countians whose attitudes could be characterized as falling into one of the following categories

1. Persons who frequently and freely vocalize white supremacist racial attitudes. This includes many white youth as well as adults.

2. Persons who do not express openly their views but maintain intense racist beliefs.

3. Persons who are unaware of - or deny - the existence of racism in self or community. This includes many youth and some adults in rural or suburban areas of Berks County because they are not witness to or part of discriminatory acts -- and therefore believe that such acts do not exist or occur.

4. Persons who deny racist attitudes themselves but recognize that such attitudes exist in Berks County. While this number is thought to be increasing, many thought it was limited to persons active in the social/community action fields, social action cabinet, crisis forum and other Reading-based efforts and activities.

Recommendations are made to reach the root of the problem (the attitudes) as well as to deal with the symptoms of the problem: the discriminatory actions.

Recommendations:

108. That all citizens, organizations, and agencies actively recognize, combat, and ultimately eliminate individual racist attitudes; that they create awareness of the problem as one of the white community; that they create awareness of the defense mechanisms, rhetoric and tactics used to justify, evade or perpetuate racism; that they develop and participate in programs designed to help people think and act rationally and sensitively; that they develop programs to help people respond to people as individuals rather than stereotypes.

109. That the white suburban and rural communities as well as city residents recognize that they must take the lead in developing programs to combat racism.

110. That student councils and other youth groups in white suburban and city schools begin an investigation into the extent of racism in their student population and be challenged to assume leadership for attacking white racism in the schools.

111. That until individual racist attitudes can be combatted and until institutionalized racism is eliminated, additional programs and additional support to existing programs designed to combat discrimination in jobs, housing, education and daily life should be supported with public funds, private funds, professional and citizen efforts.

(Recommendations # 38-43 concern intergroup relations in education.)

E Physical Needs

The most basic contribution of a home to its members is to provide for the physical needs. The following recommendations are made to help the family in providing for these needs or to provide substitute arrangements when the family is unable to do so.

Recommendations:

Family Income

112. That a means to supply a decent floor of income be devised for every family other than the present welfare system, i e. income maintenance, guaranteed annual income, negative income tax.

113. During this interim period until a more equitable, efficient and dignified means can be devised, we suggest endorsement of the efforts to raise the welfare payments to 100% of those standards deemed necessary today and in the future for maintaining minimum health and decency; and in order to be conducive to an atmosphere where privacy, respect, and responsibility can be developed; accurate information concerning public welfare should be more widely publicized.

"How many people know that the amount of money paid out for welfare in Berks County is less than the subsidies paid to farmers here?" - Berks County Adult

Health Needs

114. Early screening: development of mass programs to reach out into the community and identify the health deficiencies of children at an early age with appropriate follow-up services. Immunizations against measles, etc. should be provided. Schools, professional societies, civic organizations and neighborhood groups should cooperate in providing such services as well as various governmental agencies; lay participation should be encouraged in getting persons to sources of medical care.

115. Dental care: Mass screening programs for dental conditions and availability of dental care at an early age for low income families; public welfare medical procedures should include pre-school children for dental care.

116. Establishment of youth health auxilliaries to help young people include in their value system ideas that will guide them in making wise personal choices in health matters.

117. Informational and referral center should be maintained with cooperation of all health services - public, private, city, county, hospitals, physicians, etc.

118. The Mental Health/Mental Retardation Comprehensive Plan of March 1969 should be implemented.

119. A coordinated and intensified effort to reduce air and water pollution, provide for appropriate waste disposal and plan and implement preventive and corrective measures for environmental health hazards should be supported by the county, city and other municipalities on a regional basis in cooperation with other public and private agencies, industries and individuals.

Housing/Day Care/Homemaker Care/Shelter

120. DAY CARE CENTERS: For those women of all economic means who choose to work, adequate quality day care centers, private and public should be made available in which economic and racial segregation would not be present; such centers should provide care, protection and learning experiences to facilitate the social, intellectual, physical and psychological growth of children.

121. Quality centers to provide after school care for children of working parents should be organized and housed in school buildings or in churches near elementary schools; personnel should be well trained, sympathetic and provide care, protection and learning experiences.

122. DAY CARE FOSTER FAMILIES: The recruiting and utilizing of more day care foster families; greater reimbursements to foster families.

123. HOMEMAKER SERVICE: For those children who need care during the temporary absence of the mother in the home, a significant increase in homemaker service is recommended. Such service should be available particularly to low income families and available on a twenty-four hour basis as necessary.

124. SPECIALIZED SERVICES: For those children with special health and emotional problems, an increase in the number of special foster homes, special day care facilities, group-home settings, etc. so that a variety of specialized settings could be offered to the child or adolescent with a particular need; a diagnostic center with highly skilled personnel should be established to supplement and coordinate the existing, scattered services.

125. EMERGENCY SHELTERS: For those adolescents who by their own volition or parental direction have left home, emergency shelters should be available and open on a twenty-four hour basis.

126. The community must accept the financial responsibility for supporting the human services outlined in this report; governmental officials must accept the need for leadership in providing tax funds and individuals must accept the need for increased personal contribution.

BERKS COUNTY COMMITTEE

for the

1970 White House Conference

on

Children and Youth

Part 3

A. Memoranda of Comment, Reservation, Dissent or Critique

John S. Saylor, President B & J Saylor Foods Corp.; Chairman, Citizens Advisory Committee to the Mayor of Reading

Robert N. Stickles, Director, School Board, Twin Valley School District, Teacher of Physics and Advanced Biology

Mrs. Paul C. Craig, Citizen, Board of Directors, National Council for Homemaker Services

The Honorable W. Richard Eshelman, Judge of the Court of Common Pleas of Berks County

Bill Thompson, Director, Community Action Training School

Kenneth C. Gertney, Student, Albright College

Carol Weiser, Student, Exeter High School

Edgar S. Huffman, Executive Director, Berks County Board of Assistance

B. Sources of Other Local Studies

C. Implementation Suggestions

A. Memoranda of Comment, Reservation, Dissent or Critique

John S. Saylor, Jr., President, B & J Saylor Foods Corporation, Chairman, Citizens Advisory Committee to the Mayor of Reading. (Comments in reply to question: What in our community must be changed so that each child and youth of today may have the opportunities of the future?)

Local Condition Typified by Deep South

From studies conducted by the Economic Opportunity Council and the Reading Model Cities Agency, we now better understand the degree of economic privation existing in our community (Berks County). In comparing the Reading marketing area with other areas of similar size in the state and nation, we find conditions here which are typified by the conservatism of the deep South. Per capita income for the industrially employed in Reading ranks twelfth out of the fourteen largest industrial centers in Pennsylvania. Concurrently a greater percentage of the population in Berks County must work in industry in order to bring their total family income up to an acceptable level. In addition, the percentage of the working population employed in unskilled or semi-skilled occupations far exceed the norm for Pennsylvania.

Drop-outs – Dying Community?

All of the above conditions conspire to force too many youth to become high school drop-outs, on the one hand, and because of scarcity of attractive industrial occupations presently existent, an uncomfortably high ratio of our better high school graduates migrate out of the county to find more suitable employment. All this leads to an aging, underskilled and underpaid population. The above conditions are obviously of a long time in the making. Taking the overall view, one must conclude that we presently live in a retarded or perhaps dying community.

Higher Educational Opportunities Needed

All of this points to, in the writer's opinion, the necessity for the strongest kind of efforts in broadening the scope of educational opportunity, particularly in the field of higher education, for retraining of much of our older work force as well as to provide a better choice to the high school graduate at tuition rates that can be afforded by the children of tens of thousands of underemployed people. Concurrently new and more sophisticated industry is an urgent necessity to use higher skills and to provide the choice of opportunity required if we are to reverse the decline of our society in many of its economic, educational and social aspects.

Robert N. Stickles, Director, School Board, Twin Valley School District; Senior High School Teacher of Physics and Advanced Biology. (Comments in reply to question: What noteworthy problems face youth in Berks County and what essential changes or improvements are needed?)

I feel that most youth are responsible and capable even with the bad examples found daily in print, on TV, and heard on the radio. The lack of parental control and poor judicial decisions I feel are also contributory. The adult contribution of "do as I say and not as I do" is another contributing and unfavorable factor. I think the problems can be perceived from the following solutions:

1. Cut out press publicity for those who go astray.
2. Improve the quality of TV programs, reading literature available, and movies.
3. Put the Bible back in every classroom.
4. Put a parent back in every home every hour of every day.
5. Get back the family situation along with father-son and mother-daughter relationships.
6. Have the judicial and legislative systems stop designing and supporting laws for minorities while making majorities suffer (i.e. The Bible law in public schools.)
7. Let's put truth back into our lives and start to live by the Golden Rule and Ten Commandments.

8. As parents, let us dominate and rule our children instead of relying upon pseudo-parents (i.e. teachers, ministers, police officers, etc.)
9. For those who tend to be offenders of law and order, let us reinstitute pain as punishment. Today's method of money and time have become a farce.
10. Let's rebuild a love for parent, God and country above all else.
11. Let's rebuild a fear of authority and a reliance on law and order.
12. Let's be honest all along the line. Let's stop falsity and allowing money to speak louder than law and order.

I feel personally that as long as our society is going to be controlled by those after the almighty buck, your task is almost hopeless. For example: poor literature to sell a book, penning legislation to allow Sunday sale of liquor in stores, stores open all hours of the day and night, etc. etc.

Mrs. Paul C. Craig, Citizen, Board ofDirectors, National Council for Homemaker Services; former Chairman, United Community Service Planning Committee. (A critique of this report in draft form.)

This report is a verbal collage, putting many fragments into one picture to be viewed as a whole, appreciated and then absorbed bit by bit gradually.

It is full of provocative and innovative ideas about current life and education of young people, especially valuable because they had a valid involvement in its preparation. The outline is logical and quite comprehensive. The writing is sometimes clumsy, many hands and minds worked under pressure, but a remarkable feat produced in four brief months.

At one of the first meetings a pessimist asked: what good will come of all this, just more meetings and more reports to file away. My comments are from the sidelines.

Strengths:
1. Local emphasis on what can be done here in Berks County and a sense of urgency that recognizable starts be made.
2. Worthwhile group experiences for young people in identifying problems and helping to evolve the content of the report in cooperation with their elders.
3. Deeper insights into the flaws of the present by all those who participated and looked at the pieces of the picture together and considered recommendations for the future.

A working document, clearly projecting ideas, it in part answers the queried:
What do "they" want, and what do concerned adults want for the younger generations. So it augurs well for urgent, important re-vamping of many outdated concepts.

The Hon. W. Richard Eshelman, Judge of the Court of Common Pleas of Berks County. (A critique of this report in draft form received in response to the Committee request.)

The Berks County Committee Report is a lengthy and detailed document and unfortunately I did not have the time that I would have liked to consider its contents. There are many recommendations with which I thoroughly agree and others with which I disagree.

Under the phase of the report dealing with the Home, I am glad to note that the emphasis is upon family and community preventative measures to meet the needs of youth rather than the corrective services, although the latter are recognized as being necessary interim measures. The great emphasis must always be on prevention rather than cure.

I am also in agreement with the recommendation that child labor laws be amended so as to permit a greater range of employment of minors and particularly part-time employment. I feel that many more youth should be employed, even though part-time, so as to develop a sense of being productive as well as to better appreciate the value of money and the things that money will buy.

I agree that the present welfare system should be drastically changed. I would rather see the welfare payment system be modified so as to provide an incentive plan for obtaining employment and earning real wages in private enterprise, which would involve a combination of welfare payments and real wages until the income from private employment reaches a certain plateau, at which time welfare payments cease entirely. Raising present welfare payments to what is considered to be 100% of need would postpone rather than speed up arrival at a new permanent plan. Everyone agrees the system should be changed and it should be changed now rather than further entrench the present system.

I do not agree that there should be a so-called "youth advocate". I do not think youth should be separated into a class as such, any more than those who are middle-aged, handicapped, retired, etc. Having a mouthpiece or professional to voice youth's position on the social and community level would be self-defeating in that it is desirable that youth participate directly in discussing and planning and implementing, rather than have someone speak or act for them. Of course if a youth becomes involved with the law, he is entitled to be represented by an attorney, and if he cannot afford an attorney, one is furnished to him in the person of the Public Defender, or legal aide is available for civil law problems. However, there is a vast difference between communication and involvement of youth in social and community matters when youth should participate directly, as compared to legal matters when there should be representation by a lawyer.

As concerns the content of the report pertaining to Education, I certainly agree that the emphasis should be on human values rather than material concerns. Also, I agree that teachers should have more training for teaching and more education in subject matter, with emphasis in the liberal arts and humanities rather than on administration. I also think it is important that there be a director of curricular research and improvement in all schools, that there be non-partisan election of school board members, and that more funds be allocated to basic education needs rather than extra-curricular. I thoroughly agree there should be improved and expanded guidance counseling of children at the local school level. The statement that "basically incompetent teachers should be removed sounds good, but it is, of course, difficult to accomplish if the emphasis is on tenure rather than merit, which has been the case in Pennsylvania and most other school systems.

I do not agree that there should be so-called ombudsmen to assist parents, students and communities in resolving school-related problems. This would again tend to eliminate direct communication between citizens and the school by having a middleman professional who would not necessarily reflect the thinking or desires of many of the citizens and would, I am afraid, tend to discourage rather than encourage citizen interest and direct participation by leaving it to the ombudsmen to put forth the effort and do the work.

I congratulate the committee on 1970 White House Conference on Children and Youth for the amount of time and effort devoted to the meetings involved and the preparation of the report. Although the report and recommendations contained therein are general and might well apply to all of Pennsylvania or the entire country rather than pinpointing specific problems in Berks County, I suppose Berks County's problems are typical of problems everywhere.

Bill Thompson, Director, Community Action Training School, C.A.T.S. Philosophy on White House Conference. (Received in response to a request by the Committee for a critique of this report in draft form.)

The Community Action Training School reacts negatively to the general style, tone and posture of this total project and involvement. As is usual in our class-ridden society the participants have allowed themselves to be positioned into offering recommendations and **commenting** on perceived needs to a power **structure** elite - in this instance one especially nauseating to us, the **White** House.

It is not in our style and cannot continue to be in yours to perpetuate this stance; if you chose to relate at all, it is imperative that "must" be inserted for "should"; that "recommend" be replaced by "demand". It is easy to understand how groups like ours seem to become cynical when we see individuals "invited" groups "urged" and policies "shifted" at a time when humanity itself is at stake. We, the "hard core" of society's law breakers, judge such passivity as real crime.

Reaction comes also to the climate of repressive tolerance which surrounds this whole thing. Our own experience gives us special empathy with the sincerely frustrated youth and adults who shared deep feelings in attempting to communicate for the sake of a greater good only to see their opinions dutifully recorded as a prevalent or existing feeling. Such is the workings of no-risk, dead-end liberalism. We have no doubt that for many of them the evolution from this painful masochism to a committed independent activism has begun.

In examining content it is fairly gratifying and at the same time painful to see on some limited levels a fairly insightful perception of human needs.

But even here, we know that in mere analysis few will struggle for answers, in mere recognition few will suffer risk. For the truly committed, however, the basic questions were missed. In reality there is no such thing as "revised draft laws" or "school officials elected on a non-partisan basis" without a direct confrontation with the basic issues of war and genocide, politics, power systems, corporate capitalism - in short, the system. In our minds had such a challenge been met, given a collection of human persons and a question as critical and valid as the future of children and youth, a paper could hardly have been the end product, and it is the end.

Actualized concern must (and we are not afraid to use the word) organize a massive infiltration of the perceived repressive structures. Support must be given to creative child-loving teachers, draft resisters, welfare mothers. Bail must be paid for persons unjustly victimized, isolation must be served to profit bound doctors, lawyers and businessmen. It is in this life-style of activism that the health of children and youth lies.

With the sensitivity evident in much of the writing, we ask where is the core of persons dedicated to the beauty of a pro-life freedom school. A school of and for the people would challenge with lives and structure the existence of the hate perpetuating monsters which are our public schools. Insight has been demonstrated, where is humanity?

Finally, for those of you who insist that appeals to White House Committees, we have no hope or feeling. To those of you who have begun to feel the indignation of your humanity, we demand that you seize the risks of loving.

Kenneth C. Gertney, Student, Albright College (1970) (Comments received in response to request by the Committee)

Being as objective as possible in regard to student unrest across our nation, I can honestly say that I have a negative reaction. It seems to me that those students protesting college policies and demanding changes are putting these interests before the education they are supposedly seeking.

I admit that changes would be desirable in many situations, but these changes should be sought through accepted procedural channels. Students should not be allowed even to try, let alone succeed in coercing college or university administrators into changing the lives of fellow students, and future students, by accepting a few whimsical changes which those unrestful students demand.

Any student truly interested in the conditions at the college he wants to attend can easily check them. If they are not to his liking, or if he does not agree to the situation as it stands, then he should forget that college and attempt to go somewhere else. I can see no logical reason why one student, no matter who he might be, should think he is doing a college a favor by attending, and then think the college owes him a great debt, which it can return by changing its methods drastically to suit him.

I believe students who demand the right to have a decisive say in academic procedures are also wrong. Students do not have the right to set up courses or exams, or hire professors. This is not part of their academic duties. The quality of a college is based on the quality of its academic offerings, and that quality can only go downward if students are allowed to set standards which can easily be met, without much work on the part of the student.

I am alarmed by college professors who encourage student demonstrations and protests. Such professors only make things worse. They lead students into falsely believing that their methods are acceptable -- even desirable. The professor's job is to teach the students, to try to round out an education, but not to the point that students believe it is their duty to radically recreate what has been acceptable and beneficial to society thus far.

Viewing the nationwide upheavals as a working college student with a definite goal in mind, I feel that too many of our students today do not have any goal to seek. Many students are "paid" to go to college by status-seeking parents, to the point that they supply cars and rather handsome allowances to their children. I believe many of these students do not appreciate the value of a college education in their future life.

Carol Weiser, Student, Exeter High School (Received in response to a request for a critique of this report in draft form)

Education - Page E-4 # 4 - The goals presented by school boards are mere rhetoric. In many cases goals need not be revised but merely lived up to.

Page E-3 # 1 - Teachers must be thought of as a model upon whom all his pupils will base their lives. Re-evaluation of books, films and various programs used is important.

Page # 6 # 8 - Teachers present their own opinions as fact.

Page E-11 - Teachers should receive sensitivity training and a course in basis psychology; this will enable them to put problem children in the proper perspective. They will be more aware of a sensitive situation. Children should also receive sensitivity training.

Page E-23 - Electives even as a minor are important - the greatest variety possible is most desirable. A minor subject can be equal in importance to a major.

There was no mention of libraries, these have a great potential as far as experimental programs, independent study programs and compensatory programs are concerned. Libraries are poorly staffed, equipped, organized and used. Classes in library use should be taught, however no tests or grades should be given. Library lessons should be integrated with the curriculum. Standards set by American Association of School Librarians are not met, problems would be alleviated if they were met.

Home – Page H-7 # 14 - More than just dances are needed, ideas must be gotten from the youth, themselves.

Page H-13 - An end to all form of conservatism is needed, this can be best accomplished through education. Conservatism promotes prejudice, psychological and sexual hang-ups.

Education - Teachers should be encouraged to add information to discussion, which is not brought out in the text. This will serve to up-date the book and hold the student's interest.

I would welcome a committee deriving from this committee, which would act upon the recommendations presented in this report. I would be glad to help with organization of such a committee.

Edgar S. Huffman, Executive Director, Berks County Board of Assistance

The Berks County Committee for the 1970 White House Conference on Children and Youth is to be congratulated for its impressive effort to bridge the generation gap. It seems obvious to me that a sincere effort was made to involve the young with adult professionals and volunteers. Talking together and considering problems, both obvious and subtle, in the county is the first positive step in bringing about solutions.

By and large, your report is quite comprehensive and understandable. The recommendations are lofty and this is good. I would hope that a continuing dialogue could be fostered so that the recommendations

cited would be evoked at and be revised according to the conditions of the community.

I did not find that it was possible for me to comb the report item by item and comment. However, I would say that after a complete reading of the report, I am pleased to note the efforts toward preventive measures. The emphasis on communications, income maintenance, recreation and education is essential. Far too frequently our community problems are created by a faulty communications system and while the answers are illusive, the report illustrates a beginning. One of the ombudsmen for instance may be an effective method of improving communications.

Income maintenance, education and recreation are all areas that should be given priority attention. Without adequate income, quality, quality education and planned recreation, all community agencies, including the courts, are faced with residual activities which do little to solve the causes of people's problems.

You have my appreciation as a citizen of Berks County and as a social worker for giving of your time and effort toward the solution of the problems of society.

Some Sources of Recent Studies and Recommendations

of

The Needs of Children and Youth in Berks County

Reading Public Library, 5th and Franklin Streets, Reading

Final Report, Charter Commission of the City of Reading, 1962

United Community Services, 631 Washington Street, Reading

Recreation Study
Child Care/Day Care Needs
Troubled Youth
County Health Department

League of Women Voters

School Survey
Reading City Government - Its Structure and Functions

Mental Health/Mental Retardation Office, Court House, 6th and Court Sts.

Comprehensive Plan, March 1969

Human Relations Commission, City of Reading, City Hall

Human Relations Council, 435 Walnut St., Reading

Model Cities, City of Reading, 238 S. 5th St.

Berks County Planning Commission, Court House

Community College Reports: Reading School District
Chamber of Commerce
Model Cities

Citizens Advisory Committee to the Mayor of Reading

School District Long Range Development Plan. Request from each individual school district.

Economic Opportunity Council, 482 Tulpehocken St., Reading
Education, Manpower, Youth, etc.

Office of the County Superintendent of Schools, Court House

IMPLEMENTATION SUGGESTIONS

The citizens of Berks County must acquire a sense of urgency about the needs of children and youth and a commitment to meeting those needs. Recommendations to meet some of the needs of children and youth are contained in earlier sections of this report; below are some suggestions on implementing the recommendations. The suggestions are not meant to be exhaustive; the order in which they are listed is not to be interpreted as indicating the preferred procedures.

(Match appropriate actions listed in Column B with sources of action in Column A; connect with one or two "connecting phrases.")

COLUMN A

1. **Individuals** (including a youth, an adult, a businessman, a teacher, a school board member, a labor union member, an educator, a housewife, a professor, a senior citizen, a newcomer, a governmental official, a neighborhood leader, an indigenous field worker, - or any concerned person). . .

2. **Other** individuals (friends, neighbors, fellow workers, students, members, - or any concerned persons). . .

3. **Groups** (including student councils, PTA's, civic, service and women's organizations, health and welfare agencies and organizations, neighborhood, national or ethnic groups, political, business or labor organizations, ad hoc, professional, citizen groups; state, local, regional or national groups or other concerned groups). . .

4. **Policy Makers** (including school boards, directors of school boards, health, welfare or recreation boards or agencies, college trustees, advisory boards). . .

5. **Administrators or executives** (including school superintendents, executive directors, assistants, deans, department heads, supervisors, etc.). . .

6. **Teachers, professors, instructors,** aides, physicians, lawyers, social workers. . .

7. **County or regional units of administration** (including Office of the County Superintendent, Department of Health Regional Office, etc.). . .

8. **County governmental officials,** municipal governmental bodies, and governmental authorities. . .

9. **State Board of Education; Council on Higher Education; Community Services of Pennsylvania,** and other state organizations and policy making bodies. . .

10. **State Executive Branch:** Governor, Superintendent of Public Instruction, Department of Public Instruction, Department of Public Welfare. . .

11. **State Legislature:** Individual legislators from Berks County, legislators on appropriate committees of General Assembly and Senate, (appropriations, professional licensure, education, etc.). . .

12. **United States Congress:** Berks County Congressman and Senators from Penna.; other congressmen and senators. . .

13. **Non-governmental organizations** with national offices, local offices, etc.

14. **U.S. Executive Branch:** President, Secretary of Health, Education, Welfare, U.S. Commissioner of Education

CONNECTING PHRASE

. . .**should*** alone or with others. . .

. . .**should,** alone or with others **contact**** those **others** listed in Column A **and urge*** them to take actions** listed in Column B. . .

COLUMN B

a. inform themselves and others of the need for the recommendation to be implemented.

b. resolve and commit themselves and their group to implement the action

c. urge those listed in Column A to implement the recommendations

d. take action to assure adequate follow-up of initial steps or efforts

e. arrange programs, open meetings, discussions, planning sessions leading to implementation

f. draw up (alone or with others) and present plans for implementation

g. initiate changes called for in the recommendation

h. authorize expenditures for implementation

i. seek new sources of funds for implementation

j. request authorization of funds; plan budgets to include changes called for

k. provide appropriate facilities and environmental change if necessary for implementation

l. offer use of facilities to implementing group

m. pass enabling laws or regulations

n. pass mandatory laws or regulations

o. direct administrators or executives to implement program

p. be imaginative in envisioning possible alternatives if first attempts meet with obstacles

q. utilize multiple approaches simultaneously

r. follow up transmission of recommendation; request reply or early report on action taken

s. present **written** statement when requesting implementation

t. be aware of difference between appearance and reality

**Should = must, might, could*

***contact= write, call, visit, meet with, demonstrate*

****urge = request, demand, invite consideration, insist*

"facing urban problems, and the many others no less serious and pressing, it is no longer possible, in the exercise of responsible leadership, to consider solution in terms of patching, reshuffling, or superficially modernizing traditional approaches." - Dr. James E. Allen, U.S. Commissioner of Education

"... we accuse society -- and the businesses, governmental and academic power structure that guides it -- of having no higher goal than preservation of a status quo that falls far short of the American promise." - A youth in **Fortune Magazine**, January 1969

"The process by which youth is brought into line in American society is almost wholly destructive of the dignity and creative potential of the young." - Edgar Z. Friedenberg

"The molded, conditioned, disciplined, repressed child ... accepts what he has been taught without question; and he hands down all his complexes and fears and frustrations to his children." - A. S. Neill Summerhill

"The system breeds obedience, frustration, dependence, and fear: a gentle violence that is usually turned against oneself ..." - Peter Marin, **Center Magazine**, January 1968

"We don't teach hate in schools, or murder, but we do isolate the individual; we empty him of life by ignoring or suppressing his impulse toward life ... and we produce ... men who will kill without passion, out of duty and obedience, men who have in themselves little sense of the vivid life being lost or the moral strength to refuse." - Peter Marin, **Center Magazine**, January 1969

"I know of the outside pressures which seem to propel you helplessly like marionettes or puppets. Against these pressures, you don't merely have the right to dissent. You have the obligation. But - without violence. Don't become what you are fighting. You don't cure stupidity by turning stupid yourself." - Jerome Lawrence, playwright

"We must have dialogue. If we do not -- if we think the only answer is to suppress dissent -- then the responsibility for violence hangs as heavily on us as it does on those who protest." - John D. Rockefeller, III

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BLAIR COUNTY

DESCRIPTION OF COUNTY:

A. Situated in rural central Pennsylvania

B. Total population - 140,000.

Altoona - 70,000 - remainder in boroughs and townships

Less than 1% is of the black race - 51 persons are other than black or white

Under age 18 - 33.7%
Between ages 18 and 64 - 54.2%
Over 65 - 12.1%

First and second generation of foreign or mixed parentage - 12,191
Three major extractions - Italian, German, United Kingdom

Roman Catholic - 30,917
Protestant - 48,246

C. Income level is traditionally below state and national averages. Prime reasons - domination of one industry for many years and educational levels. In 1960, median for school years completed by residents 25 years and older was 9.7 for men - 10.3 for women

Median family wage - 1968:

(000)	(%)
$3 - 5	25.4
5 - 8	29.8
8-10	15.4
10 - 15	14
15 & over	6.8

D. Unemployment has declined sharply in the last two years. Currently, runs between 3% and 4%

Major industries - non-manufacturing - 30,200
manufacturing - 14,500

1000 or more employees - Penn Central Railroad - Sylvania Products - Puritan Knitting Mills - Altoona School District - Altoona Hospital

BLAIR COUNTY COMMITTEE

Number of meetings - 4

Total number of persons involved - 63 (slight preponderance of youth over adult attendance)

COMMENTS:

Youth were recruited primarily through Blair County Office of Economic Opportunity - Key Club - schools

Very few of the established youth-serving agencies were represented at any of the meetings, with the following exceptions:

Blair Health and Welfare Council
Blair County Economic Opportunity Council
Big Brothers of Blair County

Very strong municipal lines exist in Blair County. The four meetings were held in four different communities in various areas of the county in order to draw youth from each.

Plans for the future include formation of a Blair County Youth Community Council. This may expand to include other surrounding counties. WFBG Television has offered to form a WFBG Youth Community Council with its own television program, on which local issues affecting youth would be discussed by the young people themselves.

(Meetings were held in Altoona, Tyrone, Claysburg and Hollidaysburg)

SUMMARY

llowing the four meetings held in various communities throughout Blair unty, four youth members chosen by their peers met with Mr. and Mrs. th and spent the evening developing the following broad recommendations d points, based on the conclusions reached at each of the four meetings:

UCATION

Sex Education:

Start no later than seventh grade, perhaps as early as kindergarten

Teacher must be specially trained to teach sex education

Younger teacher would be more comfortable and better able to relate to students than older teacher

Moral values should be discussed, but not "preached."

Should be mandatory in junior high school and elective in senior

Some sections of the course should be co-ed, others not

Guidance:

There are not enough counselors

Sometimes, counselors are old teachers that should be retired and don't want to quit.

Most guidance is limited to curriculum and no personal problems can be discussed

Guidance is primarily guided toward college bound students. In Altoona Area High, there is only one guidance counsellor for 1000 vocational students

Guidance teachers sometimes do not respect the confidentiality of the student. In one instance cited, a pregnant girl, and in another a boy whose parents were having marital difficulties, came to school the next day to find that the word had spread through the faculty.

Courses:

Visual aids should be up to date and relevant to the course

There should be a re-evaluation of college preparation courses periodically

Dress Codes:

Whatever code is applied to the students must be applied to the teachers.

If the code is set up, it must be enforced

Hair codes should be left up to the individual

Grades:

"You spend too much time memorizing and not enough time learning"

Too much emphasis is put on getting good grades so you can earn more money...not enough on the personal values of a good education

YOUTH VALUES

Youth wants to accept responsibility, and can accept it, and must be allowed to accept it

Religion is emphasizing the materialistic world

They are not teaching Christianity

God is alive, but the church is dying

Racial Problems

Youth feel that a person should be judged as an individual, and not according to race, color or creed

Legal voting age should be lowered to 18, and so should the legal drinking age

Conscientious objectors should be assigned some other job in government if he refuses to join the military service

HOME

There is a definite communications barrier between youth and their parents

Parents too often say, "Do what I say, not as I do"

Definite times should be planned for a family-to get together and just "talk"

Parents talk about "acting your age," but refuse to give youth responsibility-or allow them to take responsibility when they get into some sort of trouble

May 23, 1969

The Blair County Committee for the 1970 White House Conference on Children and Youth had four meetings. The first of which was held on March 8 in Altoona, Pa. At that time, it was observed that representation from the total county was not present and since it was the desire to have involvement from people throughout the county, it was decided to have next meetings at different points of the county.

The second meeting was held in Tyrone on March 22, and the third meeting took place in Claysburg and the Fourth and final meeting took place in Hollidaysburg. By having these meetings held at the different geographical areas, it was possible to get representation and attendance from all areas of the county.

A total of 63 people were in attendance at one or more of these meetings. All of the meetings follow the same general pattern of total group meetings at the start, and the groups were then broken up into groups of three covering the general categories of the Home and Family, Education and Youth Values. At the end of the group meetings the entire group reconvened, received the reports of each of the groups and summarized the sessions.

In addition to the Chairman, Mr. and Mrs. Poth attended all of the meetings and were very helpful in the discussion groups. The Regional Director, Miss Cle' O'Kelley was most helpful in setting up the first meeting and was able to attend three of the four meetings. Her leadership and follow through was quite meaningful to the group.

A summary has been prepared by a representative group of the youth who attended the meetings which really amounted to a fifth meeting. This group was directed by Mr. and Mrs. Poth and the summary of their conclusions are being presented separately.

It was our pleasure working with the groups and we certainly hope that the Regional Meeting that is taking place on May 24 at State College will result in some meaningful information which can be followed up.

One of the decisions that was made at the final meeting was that the youth would like to have an on going participation for the county that would permit the creation of a youth council that would meet with interested adults in helping to solve local situations. It is the intent of the committee to help in this direction if the youth so desires.

(This report prepared by Samuel Port, Blair County Adult Chairman)
(Because of the diversification geographically, and the fact that the same youth did not necessarily attend all the meetings, no youth chairman was selected by the group; however, several of the youth participants did attend all four meetings.)

Minutes of Meeting

Meeting opened with Mr. Port making general remarks as to purpose and aims of meeting. Mrs. Elaine Poth explained her position as representative. Miss Cle O'Kelley was introduced to explain the purpose of the White House Conference in relation to meetings held in our area.

The groups were set up as to discussion areas each being advised to aim for a practical resolution or suggestion that is applicable and concrete.

Summaries from each group are as follows:

Home--Regarding public housing--people tend to reject people helped by the city.People are not accepted because others do not know them. Complaints should not be made unless there is an understanding of the people being complained about.

People must take an active part in government and the affairs of their community, have associations with officials. Public officials should be consistent in their reports to public. People should exercise and make long-range judgments deciding which projects are good or bad. Paying taxes is not enough; citizenship goes further. People must accept responsibility to become actively involved with their communities.

Education does not stress the humanities and government, shows more on how to make money. Too much time is wasted learning about the past and not enough about the present. Civics and World Cultures are not stressed enough.

What age group should become educated in social education? Why are students required to take courses which are irrelevant to immediate problems?

Youth
Values-Is God dead? Agreed that God is not dead. Wonder if the church fills its role in modern society or is it outdated? Should the church be revolutionized to meet the needs of society? Should we not stress brotherhood rather than externals in our churches?

Race Problem--This is a real provlem, but we must be exposed to the provlem. We've got to grow in understanding the problem--we've got to learn to judge people as individuals not as race or ethnic groups.

Hippie Movm't--What are the hippies revolting against? Answer: the double standard in society and the existing hypocrisy. They go to such extremes to get noticed, to get their ideas noticed. Maybe they will die out but at least they made their point.

Suggestions: Lower voting age.
Start many youth groups from rural areas to cities; we must be made aware of the probelms before we can solve them.

Education-- Guidance Councilling: multiplicity of duties required of guidance officers, shortage of guidance personnel (1 for 500-1,000 students)thus quality of guidance is at a low level.

Sex Education--very little said about it at the educational levels present on panel

Alcoholism--incidental unit in health courses, various feelings about legal age, drinking usually takes place in cars or with cars used as vehicles to get to isolated areas and at parties in homes.

Control by school administrators over searching methods; control is necessary but feeling is that their is little dictation over methods.

Dress Codes--uniforms are used in parochial system; mixed feelings, boys resent it when they have to wear suits and ties.

Democracy in the schools--little of it inpractice, student apathy, feeling is that frequently student councils are powerless.

Laws regarding educational requirements should be re-examined since the feeling is that they are antiquated, a major complaint is the finality of some of faculty.

After individual group sessions were over the group met to hear reports from each group. The question of establishing a youth council or group of some sort to continue these meetings was brought up.

A question of what 'power' the youth council would have was asked. It was felt that there should be an alternative to the idea of just recommendations, talk sessions; there should be some action.

A resolution was passed to organize a young people group to summarize the four meetings held in Blair County. Date and location of meet will be determined. Volunteers were recruited for this committee.

The youth council idea was again brought up; if formed should the group be independent or seek sponsorship from another organization? It was suggested that adults remain as advisors to youth while continuing interest in the groups work.

The question of attendance at this meeting was brought up. Some felt enough publicity has not been given the meetings while others felt that time and publicity were sufficient. It was suggested that contacting various departments in schools might interest others.

Names were taken for attendance at Penn State for Regional Meeting on May 24th.

Meeting closed.

Dave Delozier -

In Roosevelt guidance dept. does a good job - Mrs. Moorehead and Mr. Mitchell - Interested in guiding pupils but when they go to High School they are treated almost as those of college level - left to own devices but only called in for guidance on subjects - youth feel there should be some rapport between guidance ~~that~~ if a child has a personal problem he should feel free to talk confidentially to the guidance man - and not have confidences spread among other faculty members.

At present ~~at~~ in Senior High School parents and students are being intimidated by attendance office - one boy who was truant 2 times 3 days each was threatened to be sent to Georgetown and parents would be fined $700. - Intervention saved him and school directors gave him another chance.

Boys and girls are dictated to as to length of hair, no mustaches, whereas teachers and parents and society in general are acceptable.

From this point was developed attitudes as to sex education - Mr. Mitchell told us the films to be shown were kept secret.

Dave tells us he saw the film it was very shocking to him as he had only knowledge of dirty words and dreamed up what he thought.

YOUTH VALUES

1. Democracy - define it. Why are local governments not handling local projects. Are they looking to Federal Government or is Federal Government imposing?

2. Voting - Age should be 18.

Youth want to know and do know what's going on.

18 yr. olds are adult in many other ways - why not in terms of voting?

Voting age is part of tradition not current reason.

Early involvement makes better active adults.

Lowering voting age helps generation gap (Politicians must then look toward youth and listen).

Young people are more willing to challenge status quo because they are not as threatened by financial and traditional security.

Digression:

Confession - many youth are not willing to go after what they want.

Youth need to make ~~there~~ their own mistakes and accept the blame for mistakes. Adults don't take the rap for us.

3. Draft - ~~yet~~ necessary for our freedom - unfair because of inconsistency in choice, unfair in terms of employment.

Digression:

Vietnam - No right to determine someone elses politics.

America is attempting to save face.

Youth-Adult is a two way street.

Parents tend to be over protective. Easier for children to communicate to other parents because of less emotional involvement.

Parents must learn to let go. The idea of possession in that parent will be protective as long as child is under his roof.

We all tend to Pigeon Hole.- (Uncast stereotypes = hippies) also ethnic-racial stereotypes

# # # #

HOME SUB-COMMITTEE

1. Causes self-destruction average family structure.

Not economy

Breaking down family units - destroys civilization. Not as evident - Jewish & Chinese (perhaps father as head or religion).

Stress positive values - negative valus are being expressed more - Jewish family - not as structured ~~as much~~ - more give or take.

Moral Code - marriage takes to lightly

Lack of communication

No togetherness

Busy-ness - Father take interest

Society changes - not dependent on each other

Lack of stimulation in creating own entertainment

Y., etc. free activity - not structured - have to belong

Parents - spending less time

Negative thinking

Too structured - establishment

Games - only those that good get the chances

Adults do too much

Youth agree supervision is needed to help protect

Delegating to outside agencies home responsibility

Needs of youth today different from old good old days.

1. Basic needs same - must be met differently.

7. What would you as a "Youth...as head of family." not discussed

9. Responsibility of obeying the law.
So much apathy
Active participation
Don't believe there is a better life
Become involved
Police enforce what they
Parents break laws - speeding, income tax, etc.

# # # #

MINUTES

BLAIR COUNTY

The second meeting of the Blair County Committee for the 1970 White House Conference on Children and Youth was held March 22, 1969 from 10:00 a.m. to 1:00 p.m. at the Tyrone Y.M.C.A.

Mr. Port chaired the meeting and began by introducing Mrs. Elayne Poth, who explained the organization of the White House Conference. Miss Cle' O'Kelley briefly explained some of the important Federal programs, ie., Head Start, arising from previous Conferences.

The group then divided into three sub-groups for discussions beased on Home, Education and Youth Values.

There were 16 children present ranging from ages 7-12, with whom Mr. Port and Mr. Ronald Miller worked during the regular discussion sessions.

Enclosed find minutes from each discussion group and the children's group.

The next meeting was scheduled for April 12 in Claysburg. The place will be announced later.

Blair County

Children's Group

The children were first asked why they had come to the meeting and what they expected:

1. People were there to make school right.
2. About children and youth.
3. to help children so we can all live together better.
4. play games - just told to be at the "Y" without any reason given.

In answer to the question - How many of you attend church:

7 did not attend
6 did attend

When asked how many had "Y" memberships:

6 had memberships
3 couldn't afford the $5 fee (Mr. McCoy, the Y.M.C.A. director for Tyrone, promised to see that these boys were sponsored by someone in the community.)

In answer to the question - What activities would you like Tyrone to have:

1. PeeWee League
2. Boy's Club of America (heard about it on TV - a place for boys only where they would work hard, play hard - fishing, hiking, etc.)
3. Tour of the paper mill - 9 have never been there.
4. Summer camp - 8 had been to day camp (Kiwanis farm) and 8 had never been to camp.
5. Visit city hall - meet the Mayor.

Other needs for Tyrone that were mentioned were need for more houses to replace those to be torn down for new highway. Have too many gas stations now and re building 3 new ones - need houses instead.

Also need a hotel or motel for visitors to Tyrone.

School problems concentrated on teachers, principals, and paddles.

Blair County

Education Committee

I. Are marks necessary to help us learn? Should marks and report cards be continued? Is there a better way of showing our progress?

Not valuable as a contribution to the learning process. Lack of reliability of grades due to a number of reasons - e.g., faculty frailty (changing grades for special reasons, favoritism, etc.)

III. How can students be motivated to want to learn and enjoy learning...rather than just to pass tests?

This depends on the quality of teacher. Quality of the teacher is humanness and accept students as human beings. Critical of teachers who make assignments that never follow through. The good teacher changes methods of presentation-- not always lecture, not always plain question and answer. Salary of teachers is a problem in attracting and keeping good ones.

IV. Is there too much emphasis on keeping kids from dropping out when the emphasis should be on making school interesting and agreeable and relevant?

Emphasis varies by schols. Some do relatively little. Suggestion is that a threatening drop out be shown (rather than told) what happens when you drop out.

V. Are the subjects studied in school relevant? necessary? useful? interesting? Which subjects are? Which are not?

One problem is the inflexibility of the curriculum. Inflexibility of school administrators toward changes in course selection.

VI. Are classes in family living, sex, health appropriately taught? Should birth control information be included or excluded? At what grade?

General agreement is that these courses should be taught in school and should be taught beginning in 7th grade at least. The feeling is that these courses should not be coeducational because it reduces the embarrassment on a sometimes delicate subject. Kids will talk about these things in groups outside of school because they know each other better than they do all of their fellow students.

VII. Why can't students be taught to think for themselves? (Instead of being expected to swallow whole everything that is shoved at them?)

They can be but it requires varying approaches by the faculty to make the youth do research outside school on their own. This will be a major contribution to the broadening of the student.

VIII. What involvement could and should students have in: curriculum development? teacher selection or evaluation? guidance programs? tutoring? administrator selection? budget allocations? social programs? sports programs? others?

Guidance counselors - generally completely ineffective - genuinely do not understand the problems - this feeling permeates not only the student body but the remainder of the faculty as well - feeling is that students should have at least a voice in evaluating their own experience with each teacher.*

X. Why do many teachers and principals treat students with no dignity?

The reaction generally is simply the unhappy desire to exercise power. However, this is the exception rather than the rule.

XVI. Why do schools say one thing and do another (Say student government - but with no power to govern. Say practice democracy in classroom but run a tight dictatorship. Say business education but don't train for business.)

Student government really isn't. It is in practice only to make the administration appear to be treating students fairly. Used as a force to approve administration policy.

*With all its ineffectiveness, the concensus is that the school experience is still the "best years of our lives."

BLAIR COUNTY

Home Committee

It was generally agreed that although families still did things together, there were so many other organizations and activities in which to participate that family members are growing apart.

Teens in Tyrone would like a recreation center especially for dances. The teens need a place to rent and would like to organize and run the place themselves. They have tried to have dances at the school and at the "Y" but were unable to get the facilities.

BLAIR COUNTY

Youth Values Committee

1. Marriage values - general conception—all right the way they are except the divorce laws and standards. Vietnam has a great deal to do with the young marriages and unwed mothers.

2. Abortion - should be made more lenient - not completely legalized, however, in the case of poor health or mental state should be allowed.

3. Educational courses - the concensus of the group was that both Altoona and Tyrone High's courses are pretty well rounded out. The only complaint seemed to be the lack of an adequate number of guidance counselors. (Altoona) They aren't available for personal counseling. Altoona youth felt that there is a need for more guidance counselors who will keep their remarks confidential and who will really care for them as an individual. A course is needed in Philosophy, where a teacher (that can be trusted) would talk openly about today's problems with members of both sexes and expose both sides of the story.

4. Voting - 4-2 in favor of lowering the voting age.

5. SUMMARY - Most of the conversation centered around our teachers teaching ability and what should be taught. The draft was also discussed and there were many different opinions on how to change or not to change the draft. The majority were against the war in Vietnam.

Minutes of Meeting Held at
Claysburg-Kimmel High School on April 12

Mr. Port opened meeting with general introduction of aims and purposes of meeting. Each one present introduced themselves--there were 18 youth and adults present with some new faces showing.

After a few words from Mrs. Poth as to specific aims of these meetings there was a breakup into the three committees listed. Summaries of each groups discussions are as follows:

Group I--Home and Family-- Chaired by Gustave Poth
Recorder: John Casciotti

Most of the discussion revolved around the 'Generation Gap.' It was defined that generation gap was a term applied to differences between youth and adults.

The existence of a generation gap was established. It was noted that such a gap would not exist in an ideal situation. Examples of the generation gap were:

Youth are now more educated and responsible than ever before and now want more freedom. However many adults are not willing to accept liberalism and a controversy thus arises.

Youth respect for laws often contributes to the gap. Liberalization of laws (especially marihuana laws as an example) demanded by youth often contribute.

Religion was related. Youth beliefs and revolt against certain religious ideas contributes to the gap. Liberalized religious ideas often are linked with much of the generation gap.

It was concluded that this generation gap was basically a result of the DOUBLE STANDARD in American society; such as:
Adults saying 'Do as I say, not as I do' ---

Double standard with regard to religion. In church on Sunday and living like the devil six days a week.

The generation gap was concluded to be a revolt of the youth against the double standard.

Group II--Education-- Chaired by Mrs. Poth
Recorder: Dave Janetta

Grades?-- Are they needed? If you are interested in the work--No If not--yes. Really no solution. A lot of kids would not work without grades.

Memorization?-- Most courses are based on memorization. Vocational Fields-- Equipment can't keep up with industry's equipment.

Teachers?-- More money should be given to teachers and not to the building of new facilities.
Subject Matter?-- Should be emphasized.
Sex Education?-- Rename Social Relations.
Guidance?-- Not enough - you cannot get personal about anything.
Codes?-- Dress and Hair
Testing in Australia--manner of testing done in Australian schools was discussed by Len Lindon who is an exchange student from Australia.

Group III--Youth Values-- Chaired by Jay Walter
Recorder: Sister Margaretta

Concept of Democracy--idea of freedom and license in democratic system was discussed. Draft dodgers and burning of draft cards was discussed. It was felt that draft was unnecessary as most men feel responsibility to country without having to be forced into service. Discussed the fact that changes in draft are necessary and that salaries are not adequate.

Discussion on drugs today--it was noted that drugs are not a serious problem in this area. School should be sources of information on drugs and their complications to users; schools are not forceful enough. T.V. while being educational and entertaining should present real facts about drug addiction, should get message across effectively. Tours through hospitals treating addicts would be beneficial to teens, junior high and up. Exposure is necessary for awareness.

Voting age lowered--it was felt that the voting age should not be equated with going into service. Others felt age should be lowered since at the end of school you are 18 years of age and working in life--why not have a voice in the affairs voting is concerned with. Drinking Age is sometimes also equated with voting age but this is not right because drink can be botten by minors when they want it.

How get the message across to kids that drinking and driving are not compatible? Stress jail terms and car accidents results could be stressed in some kids. Drivers' education courses should be mandatory in all areas and kids should take course before license is gotten. More schools should have training programs, schools should have more facilities and teachers for this course. Industry should be interested in drivers' ed programs and vocational schools should be included in this program also.

Why are some parents, unpredictable, etc.—one parent in the group felt parents were not like this, but that more education of kids today makes kids think they know more and they tend to discount experience of their parents. Families are not together as often as before and do not communicate with each other as before. It was suggested that family meetings should be planned on a regular basis to review problems, etc.

Sex education—should come back to home but schools have burden now which parents should support. Parents are often times 'ignorant' and very moralistic because of their sex education and this tends to be carried over into their teaching of the same to kids.

At close of group meetings committee reports were made by the recorders of each group. After these it was decided that our next meeting would be held in Hollidaysburg as this is a central point in the county. Further information on location and time will be sent to each participant though May 10th was fairly definite as the date of meeting.

It was further discussed that these meetings were effectual and should be continued though many more adults and youth are needed. It was brought out that publicity is needed to make people aware of these meetings. Perhaps a talk and entertainment session could be a help and would interest adults and youth.

At this 'afterwards session' a few further remarks were made by various members. These included:

Voting, Drinking and Driving Ages: should these be lowered locally or nationally. Voting, yes—Drinking, no.

Sex Education Question: this should be brought down to grade levels in some forms so that 'dirtiness' of word which is sometimes linked to it will be eliminated. Name change suggested was intended for this purpose but then it was suggested that this might be called double standard—sex education is just that.

Question of pupil participation in curriculum development was brought up. This does not occur in local schools though the student Senate idea has been a help in allowing students to suggest some changes and ideas. Students must show what they want and principals and faculty members will try to respond.

Blair County Youth Council?--it was stressed that youth themselves must work to interest others in meetings. It was decided that the group present would do this to interest others in the proposed Hollidaysburg meeting.

Meeting closed about 1:15.

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Bradford

THE GOVERNOR'S COUNCIL FOR HUMAN SERVICES

COMMITTEE ON CHILDREN AND YOUTH

BRADFORD COUNTY

David M. Turner Jr. Chairman

Kay Welles Youth Chairman

Education

Problem: Lack of enough textbooks and use of obsolete textbooks in some classes. This decreases the student's chance to grasp new material, homework assignments are missed and opportunities to concentrate in specific problem areas are rare.

RECOMMENDATION: The school board and administration officials should review their procedure for selecting textbooks. Proper materials should have budget priority over purchase of equipment.

Problem: Overcrowded conditions in many classrooms. Classrooms now in use are designed for a certain maximum number of students and this number is exceeded. Individual attention to students by teachers is greatly reduced and often ther is no time for this type of attention.

RECOMMENDATION: A schedule be established by the school administration during lunch hours of after school to review classwork. This schedule would be on a volunteer basis and be cooridinated between students and teachers.

Problem: The troublesome student in class. This student disrupts the class and denies other students valuable instruction time. Too often a teacher does not use proper force or procedure to bring this student into line and, as a result, this student commands the class.

RECOMMENDATION: The school administration should develop a strong and effective discipline program and it should apply to any and all students.

Education continued

Problem: No effective way for students to communicate grivances to faculty or administration.

RECOMMENDATION: The school establish a committee of students which will meet with school officials to discuss problem areas. The results of these meetings w posted on a bulletin or read to the student body.

Problem: School subjects do not adequately prepare students for life after graduation.

RECOMMENDATION: Each school system incorporate into its program subjects such as budgeting time, finances, how to accept responsibility, and sex education.

Most of the problems facing educators can be traced to lack of funds for classroom construction, adequate teacher saleries, additional training programs, and purchase of learning materials. The students would like some sort of representation at meetings where policies effecting them are determined. If school administrations and students are to have completely open communication lines then each group must make efforts in this direction.

HOMELIFE

Problem: Education gap between parents and youth. For most parents it has been a long time since they were exposed to the material that their children are learning now and with few exceptions the courses taught now are more complicated. Parents feel inadequate when asked for help on homework and youth hesitates to ask, knowing that little help will be given.

RECOMMENDATION: A class be established for interested parents where they can gain some knowledge of the material being taught in the schools. This would be on a volunteer basis and would be conducted once or twice a month.

Problem: No community organized program which includes youth in its planning and execution. Most communities have a place where youth congregate but these places are entirely adult owned and operated.

RECOMMENDATION: Each community include youth in its planning of civic activities whenever possible. This program could be set up by local government through its recreation agency. A committee of adults and youth would screen various projects for action and coordinate with local civic clubs for the overall project.

Problem: Parents who constantly compare one child with another. This gives the child the impression that the parent does not think of him as an individual.

Homelife continued

RECOMMENDATION: Parents should make every attempt to look at each individual child's qualities and in discussion with the child, not compare him with his brothers or sisters.

The great majority of high school youth have enough to eat before they attend school in the morning. They have adequate housing and plumbing facilities and in general did not voice complaints about the physical quality of their homes. Most of the Homelife discussions centered around cooperation between parents and their offspring.

Values

Problem: Hotrodding and drag racing on the highways. This problem is especially serious since many back roads in this area are not safe for high speed travel. Most youth felt that hotrodding or drag racing was an outlet which is soon outgrown.

RECOMMENDATION: The County build a drag strip or else be instramental in organizing a group which would construct a drag strip somewhere in the county. Representatives of all communities should be present in any organizational meeting with special emphesis on youth participation.

Values continued

Problem: Use of alcohol by underaged youth.

RECOMMENDATION: The drinking age be lowered from 21. All states should have the same drinking age and this applies to voting ages also. The present difference of ages in different states is viewed as discriminatory.

Problem: Use of narcotics by youth.

RECOMMENDATION: Present laws regarding drug use should remain the same; however, stronger penalties are needed for offenders. A series of education films provided by the state to be shown in school auditoriums and a complete list of films available to civic clubs would help educate the public in narcotics use and drug addiction.

Youth values are constantly moving toward materialistic things. This change is the result of the move by adults toward materialistic things. There needs to be a reawakening through education, community projects, church activities, and individual thought if youth and adults are to effectively communicate.

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Bucks

BUCKS COUNTY COMMITTEE

REPORT FOR
1970 WHITE HOUSE CONFERENCE ON
CHILDREN AND YOUTH

COUNTY CHAIRMAN:
Mr. Leon T. Nelson
168 E. Oakland Avenue
Doylestown, Pa. 18901

YOUTH CO-CHAIRMAN:
Miss Sue Sallada
High School Senior
Mill Road
Jamison, Pa. 18929

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List of Committee Members

SECTION I

DESCRIPTION OF COUNTY

MEMORANDUM

TO: REGION I CHAIRMAN, GOVERNOR'S COUNCIL FOR HUMAN SERVICES, COMMITTEE ON CHILDREN AND YOUTH

FROM: LEON T. NELSON, BUCKS COUNTY CHAIRMAN

RE: COUNTY REPORT

This report is based on opinion and facts gathered from meetings held in Bucks County by invitation to all and to individuals who in the opinion of the sponsors of the meetings would have something to contribute for the good of the organization. The response left something to be desired. It seems that the adult must be directly involved in the leadership role to be interested. This would to some degree include the agency personnel, churches, service clubs, political organizations, etc. A constructive effort to alleviate tension and to make meaningful the relationship of adult to youth on a personal level was a difficult task. The youth involved in these meetings, it seemed to me, were of the type that needs the least orientation. They nonetheless, should be heard, and were in the majority at the County and Regional Meetings.

The confrontation was between the more middle class youth and the more active adults. The ghetto type or the poor were noticeably absent; the non-English speaking group were not represented, and the handicapped were not in evidence. The Bucks County population includes some of all of these people plus racial and human relations problems of which I am very much aware. As a Vice President of the Bucks County NAACP, I feel the necessity for getting people together across racial, ethnic and economic lines to discuss their particular problems. This is the only way to get a comprehensive people-to-people report that reflects the thinking of everyone.

Guidance for action should come from the adult on a level understandable to youth. The problems of dope, alcoholism, leadership, illegitimacy, physically handicapped, segregated, deprived, inhibited, mentally handicapped are all related, and it is encumbent upon us all to become personally involved to alleviate and in many cases erase the causes that contribute to the destruction of a progressive society.

In order for the focus of the 1970 Conference to be meaningful, "to promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity", a constant awareness of these goals is a necessity.

Respectfully submitted by,

Leon T. Nelson

Bucks County Chairman

INTRODUCTION TO BUCKS COUNTY

by Sue Sallada, Youth Co-Chairman

Bucks County is a very unique County in the fact that it is made up of three rather distinct regions. The first is in the northern portion of the County. This area may be characterized by a rather rural farming area. The second is located in Central Bucks County. This area may be characterized by a rather high income suburban area. The third region is located in the southern portion of the County. In this area of the County the majority of industry is located, and the economic status of the people in general is lower than in the other portions of the County. The people of this third region are more oriented towards city life than are the people in any of the other areas.

SOCIAL - ECONOMIC SUMMARY

BUCKS CO.

SELECTED SOCIAL - ECONOMIC INDICATORS

Unemployment Rate Feb. 1968	Median No. of School Years Completed 1960	Functional Illitoracy as a % of Total Population 1960	Infant Deaths per 1000 Live Births 1964	Percent of Sound Housing Units 1960
3.3	11.6	3.1	18.5	89.4

RESOURCE - Poverty in Pennsylvania
August 1968
Community Services of Pennsylvania
Citizen Health and Welfare Planning with Services to Local Communities

TOTAL POPULATION AND PERCENT CHANGE

County	Population 1960 Census	Population July 1, 1967, Provisional*	% Change
Bucks	308,567	346,500	12.3

RESOURCE - Poverty in Pennsylvania
August 1968
Community Services of Pennsylvania
Citizen Health and Welfare Planning with Services to Local Communities

CHILD WELFARE RECIPIENTS AS A PERCENT OF TOTAL POPULATION UNDER 19 YEARS OF AGE

County	Total Population Aged 19 & Under	Receiving Child Welfare	
		Number	% of Under-19 Population
Bucks	155,166	1,097	0.7

RESOURCE - Poverty in Pennsylvania
August 1968
Community Services of Pennsylvania
Citizen Health and Welfare Planning with Services to Local Communities

NUMBER OF POOR FAMILIES AS A PERCENT OF TOTAL FAMILIES

County	Total No. Families	Families in Poverty	
		No.	% of Total
Bucks	91,752	6,790	7.4

RESOURCE - Poverty in Pennsylvania
August 1968
Community Services of Pennsylvania
Citizen Health and Welfare Planning with Services to Local Communities

NONWHITE POPULATION AS A PERCENT OF TOTAL POPULATION

County	Number	% of Total*
Bucks	7,640	2.1

RESOURCE - Poverty in Pennsylvania
August 1968
Community Services of Pennsylvania
Citizen Health and Welfare Planning with Services to Local Communities

BACKGROUND STATEMENT

AN OVERVIEW BY THE UNITED COMMUNITY SERVICES OF BUCKS COUNTY *

With the exception of supporting through the United Fund several of the traditional kinds of youth serving agencies, i.e., YMCA, Boy Scouts, Community Center, Bucks County UCS has been rather inattentive to the needs of the County's young people.

Several years ago, the Community Council had a committee to study the need for recreational and character building agencies but the committee along with the Council went out of existence. The present Planning Division does not have a committee specifically geared to examine the needs of or to relate to young people.

Most of the youth-serving agencies in the County started with a "felt," rather than an empirically established need. People who flocked into Lower Bucks with the building of the Fairless Works, Levittown and Fairless Hills had a lot of resettling to do before they looked around and realized that some of the services they were used to in their home communities were conspicuously absent here. The Lower Bucks YMCA, an outgrowth of the Bristol Y, founded before the turn of the century, struggled to build its own facility. Although it is a rather decent facility, it is hardly accessible to most of Levittown, and certainly not to all of Lower Bucks. Even if it were more accessible, it couldn't handle the flow with its present staffing pattern.

The Bucks County Community Center (formerly Bristol Township Community Center) has within the last two years become a going concern after years of inactivity due to insufficient funding.

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*The United Community Services of Bucks County incorporates the United Fund and Health and Welfare Council agencies.

However, it serves mainly the immediately adjacent areas of Kingswood Park, Bloomsdale Gardens, Magnolia Gardens and Fleetwing Estates.

Other than the Boy Scouts, who are rapidly expanding their services, there are not traditional agencies serving the rest of Lower Bucks.

Of course, there are CYO programs, a plethora of baseball and basketball leagues, a scattering of banks and baton-twirling groups and the like, but these are mostly for talented or special interest groups of young people.

In Central Bucks, there is a building-centered YMCA in Doylestown which recently became part of the United Fund package. Their facilities are limited and there are problems in reaching all of the high school youth. Some changes have been made recently and they hope to expand their outreach, particularly through their drop-in program.

Upper Bucks, or at least Quakertown, has a new building-centered Y also. They are presently purchasing an old lodge or American Legion type building, but they have no professional staff. This Y is also a United Fund member.

There are two other agencies that are giving service to children to some extent. An agency in Newtown which used to be known as the "Neshaminy Valley Youth Society" now called "Council Rock" purports to serve Central and Lower Bucks, but serves a limited area around Newtown. The existence of this agency should be recognized, although its service is limited.

Lower Bucks Community Center in Fallsington has recently started a "Drop-In" coffeehouse type of facility. There are also the L.S. Teens in Southampton, the drop-in facility which is part of the Warminster Community Center in Warminster Heights (Lacey Park), the privately-owned commercial coffeehouse venture in the Levittown Shop-A-Rama and the attempt of some churches to develop fairly informal kinds of programs with teenage groups. Some people find it difficult to accept the "Hippie Types" who frequent these facilities. The County meetings have turned up a lot of very valid "there's nothing to do" and "no place to go" type of discussion. Young people have demonstrated that they have some very good ideas as to why this is true. Some of the reasons viewed by some realistic, professional, community organization oriented individuals are:

1. An accelerated, unprecedented and unplanned-for population growth;

2. A virtually non-existent, totally inadequate transportation;

3. A group of agencies very caught up in trying to do their job and unable or unwilling to communicate with each other, and plan in a coordinated way. (This has changed within the last few years);

4. Money - the lack of it. Agencies are strictly limited to hold-the-line budgets, and such stringency dampens the innovative spirit; (because they can command the respect of the businessmen, the Boy Scouts are more apt

at securing funds than some of the other agencies);

5. The very real economic and socio-cultural differences which split the county into at least three and perhaps more accurately five counties;

6. The sheer geographic spread - 625 sq. miles;

7. The chaotic fragmentation of 54 townships and boroughs - each with its own governing body and police force.

Young people are right when they question the choices made by adults presumably in their - the youth - interest. For example:

1. How were young people involved before a bunch of businessmen decided to start a YMCA?

2. Why do adults get so hung up on capital fund drives for swimming pools when so many of our schools have beautiful olympic size swimming pools that could well expand their use by cooperative arrangements?

3. Wouldn't it be more sensible, all things considered, to develop group work/recreational services through the school buildings which could be open 16 hours rather than 10 hours a day?

4. Why can't the agency boards be enlarged to include young people whom the agency purports to serve?

All of the above are legitimate questions and attainable goals, although on a long range basis. Unfortunately, long range may not be soon enough, considering the rapidly expanding chasm known as the generation gap.

One of the local school systems has serious problems with pot smoking in the high school, but it is not known how serious this is as a problem. Another school system has had a series of racially-based disturbances in the high school, but only two of the school systems have significantly mixed student bodies.

SECTION II

BUCKS COUNTY YOUTH REPORT

1970 White House Conference on Children and Youth

Governor's Council on Children and Youth

Region I of Pennsylvania

BUCKS COUNTY YOUTH REPORT

Sue Sallada
Youth Co-Chairman

May, 1969

BUCKS COUNTY YOUTH REPORT

A. Organization and Description of County Meetings

At a meeting held on February 12th, people from all over the County were invited to a general meeting of the Bucks County Council on Children and Youth. Invitations were sent out to many prominent leaders in the community, along with all of the County agencies who have some connection with youth. On each invitation the adult was asked to bring several youth along. From this meeting the first dialogue between youths and adults arose, which led to many more weeks of such interaction.

From this meeting some rather constructive criticisms and comments were brought out.

1. There was a need for a teen night club in Central Bucks County.

2. Adults should not isolate themselves from youth.

3. The suggestion was made for a night club at which youth and adults could come; however, it was decided that this would not work. The youth felt that the parents didn't want to go to the same place as the youth.

4. Lower Bucks County education and social activity was lacking.

5. There needed to be a closer relationship in the home between the youth and adults.

6. Parents have no idea what youth are doing.

7. The question was raised as to how many parents could name twenty of their children's friends.

8. There was a desire expressed to set up a teen center, for which an organization must be started. It was pointed out that the previous year the same idea was tried and it failed.

9. Civic organizations don't have enough youth involved.

10. There was a need for communication on all levels.

11. In civic organizations, it was pointed out that a minority of adults were also involved.

12. The youths do realize the problems of today.

13. Youths are stereotyped as dirty hippies.

14. Lines of communication must be opened, even though students and parents are apathetic, they all must be involved.

15. It was agreed upon that the voting age should be lowered.

B. Special Projects - Youth Meetings

Beginning March 5th a series of meetings was held in the Bucks County Court House and sponsored by the Governor's Council and the Bucks County Mental Health Society. These meetings were open to anyone who was willing to give up the time to come and participate. The conversation was limited in no way to any subject, and in this way a lively and meaningful dialogue was achieved between the youth and adults.

The following is reporting of the dialogue which occurred over a series of weeks. In places it may seem ambiguous and written in a "stream of consciousness" form; however, to report fully the opinions and dialogue which took place, it was necessary to do it in such a manner.

I. Values

A. Define success

1. Set your own goals, and if you meet them, then success is achieved.

2. Goals - finish high school and go on to college.

3. College presents a sense of freedom.

B. Major changes which are needed

1. Get rid of the old standards, which is the status quo.

2. Build up what is important to youth.

a) There is a greater tendency to tear down than to build up.

3. Change society to accept such things as:

a. Race - black and white relationships.

b. Drawbacks to change society in profound things.

(1) Parents' attitude - hypocritical, they profess social equality, but don't

believe in it, and therefore don't allow children to make the decisions on who they want to associate with.

(2) Youth felt that parents passed their own prejudices on to their children, which they wanted them to believe in.

(3) The youth weren't entirely sure they were the ones to change.

(4) Youth aren't given enough responsibility to make decisions.

C. Laws

1. Should repeal the drinking age, because then the glamor is removed, and there is no challenge and drinking will lessen.

2. Youth are given no responsibility or legal say in the social system, so the only way to challenge the law is to break it.

II. Attitudes towards Parents

A. Parents are very hypocritical.

B. Parents are unable to handle problems:

1. Social

2. Personal

C. Parents are immature, and only a few of them ever grew up.

D. Parents grew up in a depression and had no opportunity to think about social problems and values as the youth do today.

E. Parents were not educated the way the youth are today.
(1) Problem of communication

F. Pressures of peers.

C. <u>Findings and Observations</u>

The following are observations which were made by the youth through the series of eight weekly discussions which were held.

1. It is a luxury to live in the suburbs. One of the major problems for the suburban youth is for places to go. There

is a certain sense of isolation about living in a small town, which leads to a lack of communication between youths. It was brought out that gang fights were a type of communication, and that afterwards, they were usually better friends.

Note - As an offspringing of the weekly meetings, where there was a lot of emphasis placed upon needing a place for the youth to go; a committee was started, for a place for youths to go after school and on weekends. The group has been very successful, and the teen center will be opening by next fall.

However, in Lower Southampton, there has been a teen center for almost a year, and they are now on the brink of closing because of lack of participation by the adults of the youths who have been going to the teen center.

2. Many of the youth discussions centered around the topic of drugs, which are now a very explosive issue in Bucks County. The youth felt that if drugs were made legal the kick would be taken out of using them. This way it would be taken out of the hands of the pushers and would no longer serve as a source of revenue for the criminal element of the country. A lot of youths felt that no one had been thoroughly honest with them so that they had to try it to find out what it really was like. They felt that many of their parents drank and they didn't turn into alcoholics, so there was no reason to keep it illegal. It was also pointed out by some of the youths that a person's personality changes when he is on drugs, and he may not know it.

Because of the difficulty in transportation for youths all over the County, it was rather difficult for the youths in the lower region of the County to participate in the meetings.

However, their problems were basically the same, except for the fact that the most vital issue facing them was that of race, whereas it was not discussed to any great extent by the youths living in the central and northern regions of the County.

D. Conclusions

The major issues which are facing the youths in Bucks County in general are:

1. A place for the youth to go.
2. Communication on all levels.
3. Drugs.

In the lower region of Bucks County the foremost problem which is facing them is that of race confrontation.

SECTION III

INVOLVEMENT OF AGENCIES

A. Letter sent to 68 Agencies

B. Replies from 10 Agencies, attached separately.

GOVERNOR'S COUNCIL for HUMAN SERVICES

Committee on Children and Youth

Box 263
Jamison, Pa. 18929
April 14, 1969
DI 3-0424

Dear Agencies,

The Governor's Council on Children and Youth was formed for the purpose of evaluating and constructing a meaningful program of communication for the benefit of the youth and adults of the County, the State, and the Country.

The knowledge your agency can contribute on the needs of youth in Bucks County would greatly help our planning for the President's White House Conference in 1970 on Children and Youth.

In planning the Bucks County report for the 1970 White House Conference, we are asking all the public agencies in Bucks County to write and submit a brief summary report. This report should deal with the problems which you feel are facing youth in the areas which your agency works with children and youth. The deadline for filing your agency's report is April 30th.

We very much want to give you the opportunity to participate in the formation of our county report. If any questions arise, please feel free to contact us.

Thank you for your consideration in this matter.

Sincerely yours,

Leon Nelson, Adult Chairman
Sue Sallada, Youth Chairman

APPENDIX

LIST OF COMMITTEE MEMBERS

COMMITTEE ON CHILDREN AND YOUTH

BUCKS COUNTY

Reverend Gordon Dragt (A)
319 Edison-Furlong Road
Doylestown, Pa. 18901

Dr. H. Ronald Huber (A)
65 Northwood Lane
Doylestown, Pa. 18901

Mr. Steven Cole, Jr. (A)
26 Meadowbrook Lane
Chalfont, Pa. 18914

Mr. J. Kockalka (A)
Editor of the Daily Intelligencer
West Court Street
Doylestown, Pa. 18901

Mr. George R. Fox (A)
Editor of the Daily Free Press
Quakertown, Pa. 18951

Mr. George G. Gray (A)
Editor of the Courier Times
840 Route #13
Levittown, Pa. 19056

Mr. Lawrence J. Collins (A)
Associate Executive Director
United Community Services
413 Hood Boulevard
Fairless Hills, Pa. 19030

Mr. Frank Freda (A)
20 West Oakland Avenue
Doylestown, Pa. 18901

Mr. Sidney Cadwallader (A)
2202 Stackhouse Drive
Yardley, Pa.

Mr. Jack Hopson (A)
Mill Road
New Hope, Pa. 18938

Mrs. Doris Rutledge (A)
95 N. Broad Street
Doylestown, Pa. 18901

Mr. Edward Sturtevant (A)
Old Orchard Acres
Doylestown, Pa. 18901

Bucks County Boy Scouts of
America Council
30 East Court Street
Doylestown, Pa. 18901

Mr. Enrique B. Duffus (A)
741 Fulton Avenue
Langhorne, Pa. 19047

President of College
Delaware Valley College
Route 202
Doylestown, Pa. 18901

Dr. Charles E. Rollins (A)
Bucks Co. Community College
Swamp Road
Newtown, Pa. 18940

Headmaster
George School
George School, Pa.

Honorable Edward G. Biester, Jr.
Lower Mountain Road
Furlong, Pa. 18925
(A)

Honorable Marvin V. Keller (A)
Fonthill Apts. H-1
Doylestown, Pa. 18901

Honorable Marvin D. Weidner (A)
21 S. Hamilton Street
Telford, Pa. 18969

Honorable Benjamin Wilson (A)
1215 W. County Line Road
Warminster, Pa. 18974

Honorable John S. Renninger (A)
148 N. State Street
Newtown, Pa. 18940

Honorable James L. Wright, Jr.
116 Hollow Road
Levittown, Pa. 19056
(A)

Mr. Joseph O. Camby (A)
Box 37
Langhorne, Pa. 19047

Mr. Charles M. Meredith III (A)
215 Juniper Street
Quakertown, Pa. 18951

Mr. Robert K. Shafer (A)
Cecelia Snyder Jr. High
3330 Hulmerville Road
Cornwells Heights, Pa. 19020

Dr. Samuel M. Sanzotto (A)
Warren Snyder Elementary School
420 Buckley St.
Bristol, Pa. 19007

Dr. Knute Larson (A)
Administration Building
800 Coates Avenue
Bristol, Pa. 19007

Dr. Everett McDonald, Jr. (A)
William Tennent Sr.-Jr. High
Street & Newtown Roads
Warminster, Pa. 18974

Dr. Irvin Karam (A)
Administration & Business Offices
Twining Ford Road
Richboro, Pa. 18954

Dr. Paul Phillips (A)
Summerseat Building
Morrisville, Pa. 19067

Dr. Charles Bryan (A)
Administration Building
2001 Old Lincoln Highway
Langhorne, Pa. 19047

Mr. Joseph B. Roberts (A)
NewHope-Solebury High
181 West Bridge St.
New Hope, Pa. 18938

Mr. David McKalips (A)
Palisades Jr.-Sr. High
Rt. 412 and Ferndale Road
R.D. #1
Kintnersville, Pa. 18930

Mr. Richard Baily (A)
4-H County Extension Agent
Neshaminy Manor Center
Rt. 611
Doylestown, Pa. 18901

Mr. Robert Rosenkrance (A)
Pennridge Central Jr. High
5th Street, M.R. #1
Perkasie, Pa. 18944

Mr. William W. Ingraham (A)
Fallsington Elementary School
Yardley Avenue
Fallsington, Pa. 19054

Mr. Richard Strayer (A)
Administrative Office
Quakertown Community Sr. High
600 Park Avenue
Quakertown, Pa. 18951

Mr. William Miller (A)
20 Hidden Lane
Feasterville, Pa. 19048

Dr. George Raab (A)
County Superintendent of Schools
Bucks Co. Administration Building
Doylestown, Pa. 18901

Dr. H. Ronald Huber (A)
Central Bucks School District
Administration Center
315 W. State Street
Doylestown, Pa. 18901

Mrs. Robert Barth (A)
10 School Hill Drive
Doylestown, Pa. 18901

Mr. Alfred Bernheim
Worthington Mill Road
Wrightstown, Pa.

Mr. Lee Bobst (Y)
483 E. State St.
Doylestown, Pa. 18901

Miss Alice Bodley (Y)
20 Golfview Road
Doylestown, Pa. 18901

Mr. Joseph Boyle (A)
Lower Bucks Board of
Exceptional Children
Box 306
Langhorne, Pa.

Mrs. Joan R. Brown (A)
Family Services of Bucks County
100 Green Street
Doylestown, Pa. 18901

Mr. Jay Chaffee (Y)
1524 York Road
Warminster, Pa. 18974

Miss Sue Crider (Y)
Tabor Home for Children
Doylestown, Pa. 18901

Mr. James Delsordo (A)
Dept. of Child Welfare
Neshaminy Manor
Doylestown, Pa. 18901

Miss Patti Doyle (Y)
2383 Barness Road
Warrington, Pa.

Mr. John Fabian (Y)
Windover Lane
Doylestown, Pa. 18901

Mr. Craig Fox (Y)
70 Holly Road
Southampton, Pa.

Mr. Bob Gay (Y)
Box 361
Doylestown, Pa. 18901

Mr. Scott Green (Y)
Box 226
Pinesville, Pa.

Miss Judy Gring (Y)
26 E. Oakland St.
Doylestown, Pa. 18901

Miss Denise Hager (Y)
72 Harvey Avenue
Doylestown, Pa. 18901

Miss Karen Harris (Y)
110 Short Road
Doylestown, Pa. 18901

Miss Noel Hill (Y)
1125 Woods Road
Southampton, Pa.

Mr. Lawrence Horn
B.C. Dept. of Mental Health/
Mental Retardation
Neshaminy Manor Center
Doylestown, Pa. 18901

Mrs. Mary K. Howe (A)
53 W. State St.
Doylestown, Pa. 18901

Mr. Robert M. Isbell
Christ's Home
Warminster, Pa.

Mrs. Joan T. Jackson & David
532 Maple Avenue
Doylestown, Pa. 18901

Cathy & Carolyn Jarin (Y)
52 Fountainville, Pa.

Miss Debbie Keller (Y)
58 Newtown Road
Warminster, Pa.

Miss Linda Krach (Y)
285 Green St.
Doylestown, Pa. 18901

Miss Sheryl Larson (Y)
Swamp Road
Rushland, Pa.

Bjorn Larsson
Rushland, Pa.

Mr. Fred LeFevre
73 Shady Grove Circle
Doylestown, Pa. 18901

Mr. and Mrs. James LeFevre (A)
Bucks Co. Psychiatric Center
Doylestown, Pa. 18901

Miss Dolores M. Lenzer (Y)
Star Route
New Hope, Pa.

Miss Dottie Lipps (Y)
666 School House
Warminster, Pa.

Mr. Bob Locke (Y)
699 Stryker Avenue
Doylestown, Pa. 18901

Mr. Murray McClellan (Y)
70 Greentree Drive
Doylestown, Pa. 18901

Mr. Bill Means (Y)
99 Matthews Avenue
New Britain, Pa.

Mr. Dennis Mills (Y)
Plumsteadville, Pa.

Miss Joyce Palmer (Y)
Jamison, Pa.

Mrs. Roslyn Robinson (A)
Director of Title I-ESEA
Lafayette School
Bristol, Pa. 19007

Mr. Chris Rohr (Y)
56 Creek Drive
Doylestown, Pa. 18901

Mr. Paul Russo (Y)
Pebble Woods Drive
Doylestown, Pa. 18901

Dr. David H. Spahr (A)
Central Bucks West High School
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Mr. Mike Spitzer (Y)
12 Meadow Lane
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Mrs. R.C. Spitzer (A)
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Mr. Bill Squires (Y)
1276 School Lane
Warrington, Pa.

Mr. Dave Swartz (Y)
330 Spruce St.
Doylestown, Pa. 18901

Mr. Edward Sylvester
American Red Cross
Box 163
Buckingham, Pa.

Miss Debbie Valimont
American Legion-Keystone Girls State
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Doylestown, Pa. 18901

Frances Vannoy
Home Extension Service
Neshaminy Manor Center
Doylestown, Pa. 18901

Mr. W. Donald Vaughan (A)
Director of Public Persons Service
Centennial Schools
Warminster, Pa.

Miss Jayne Warrington (Y)
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Miss Ella Webster (Y)
76 Pine Valley Road
Doylestown, Pa.

Miss Barb Wells (Y)
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Gardenville, Pa.

Miss Ruth Griffenberg (Y)
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Levittown, Pa.

Mr. & Mrs. Lewis H. Phillips, III (A)
30 Ridge Lane
Levittown, Pa.

David, Lewis & Susan Phillips (Y)
30 Ridge Lane
Levittown, Pa.

COUNTY CHAIRMAN:

Mr. Leon T. Nelson
168 E. Oakland Avenue
Doylestown, Pa. 18901

YOUTH CO-CHAIRMAN:

Miss Sue Sallada
Mill Road
Jamison, Pa. 18929

STATE COMMITTEE MEMBER:

Mr. Michael J. Scanlin (Y)
63 Roundwood Lane
Levittown, Pa. 19055

COUNTY COMMISSIONER:

Mr. Walter S. Farley, Jr.
Bucks County Court House
Main and Court
Doylestown, Pa. 18901

NOTE:

The first part of this list is arranged by category and the second part alphabetically.

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R425c
Butler

FINAL REPORT

BUTLER COUNTY COMMITTEE

1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

MAY 5, 1969

SUBCOMMITTEE ON EDUCATION

BACKGROUND

This committee focused its attention on secondary education, how it is preparing our young people for college, for work, for life as whole people. Our subcommittee met with varying numbers of young people from all but one of the county high schools for informal discussion. Four such meetings were held with some lay adults, some teachers and guidance counselors also present. (We tried to keep down the number of adults so that the young people would feel more free to speak.)

Because of the concern over vocational-technical training, we also used the results of questionnaires given to C-track English students by their teachers at Bulter Area High School. (It is proper to note that Butler High School is the only one now offering an extensive vocational-technical program. Because of space limitations not as many students are in the program as would like to be.) Another discussion was held with students in an evening class at the Butler County Community College. These students covered a wide spectrum, from recent high school graduates to parents and grandparents. The students at our meetings initiated discussions in their high schools and reported results. We do not know how many students were actually involved in the discussions.

We sent out teacher questionnaires to all the High Schools in the County. Our schools vary a great deal in size. The breakdown follows:

High School	Grades	Number Teachers	Number Questionnaires
Butler Area	10-12	126	28
Mars Area	7-12	60	29
Karns City-Fairview	7-12	43	1
Moniteau	7-12	40	--
Slippery Rock	7-12	56	17
Seneca Valley	7-12	81	5
Knoch	7-12	81	16
TOTAL		387	116

The questionnaire (a copy is appended) consisted of fourteen loaded questions, in time and thought, demanding a great deal from the teachers who answered it. Since many of the teachers had only a few days in which to work on it--and for some it came in the middle of getting grades ready for a report period--we felt it was significant that so many did take the time to give us their thoughts on today's problems.

STUDENT DISCUSSION GROUPS

Curriculum

Both college and non-college students were concerned about what they felt was a lack of relevance in much of the content of the courses they took. "Doesn't seem to have much relation to life," "doesn't seem to have much point" were some of the comments made. In addition, many academic students wished there were some way they could learn more about some of the professional fields so that they could better decide whether they were interested in them or not--for instance law, architecture, etc. They mentioned that they wished some sort of distributive education arrangement could be made with people in the community in various professional fields to provide this kind of information and background. All students felt that there were not enough vocational training and that more electives should be offered. They also felt that it was sometimes difficult to get extra help from teachers.

Specific courses students mentioned as desirable were: 1) more relevant sex education, started in the elementary grades and given continuity, so that in high school problems could be discussed in mixed classes without embarrassment; 2) a realistic course in drug education of the kind set up by experts in the field, not, as now, left haphazardly up to the health teachers; 3) more sociology classes (some schools had none), especially in family living and responsibilities of citizenship; and 4) more discussion classes.

Guidance

The students felt there was too much emphasis on college and too much pressure for grades. They stressed that this over-emphasis came mostly from parents and the media. Some felt that guidance counselors were only interested in academic problems.

Communications Gap

Students are most aware and concerned about the communications gap between students and administration. (Mentioned a number of times were announcements from the administration of decisions or changes with no reason given. Students repeated that usually if they knew the reason there was little objection.)

In most schools Student Council has little power, and students feel it is only a voice for the administration. All students felt Student Council should be given more responsibility and strengthened, with more faculty and administration involvement and more discussion. Students felt a joint faculty-student grievance committee was badly needed.

In Butler Area High School, following the issue of an underground newspaper concerned with student grievances, an Open Forum was set up by the Administration and Student Council. Students felt it had not yet been conspicuously successful for several reasons: 1) many of the problems brought up were personal complaints, rather than topics for discussion; 2) there is a need for more faculty and student involvement on a cooperative basis. However, it was felt that with more faculty-student involvement and possible screening and selection of topics ahead of time, the Forum could be a valuable agent, not only in pin-pointing problems, but also possibly in providing a way to solve them. Butler High School students are currently working with faculty and the administration on a Bill of Rights to delineate student rights and responsibilities.

Black-White Situation

There is not a large Negro population in Butler. The families who do live in the county are very well thought of; the white students feel there is no problem and that black students are included in activities and there is no discrimination. However, a prominent adult member of the black community felt that black students do feel left out of some activities, particularly social ones. In addition, he mentioned that some feel the Guidance people tend to steer them away from academic courses. Our guidance counselors who were at the meeting felt this was not true--not that there was not some failures in guidance but that they were non-discriminatory, affecting white as well as black students.

Drugs, Sex, etc.

Students seemed to feel that in the Butler Area the largest problem with pregnancy out of wedlock existed in 9th grade, that it was not too serious a problem in High School. Other schools seemed to feel there was no particular problem. All felt discussion groups, such as those sponsored by some of the churches, were helpful. Students did not seem to feel there was much problem with either alcohol or drugs, though there is a certain amount of use--and possibly abuse--of each. Generally, they felt most of the use was a) experimentation, and b) the result of student hand-ups, mostly temporary in nature.

Questionnaire for C-track English students, Butler Senior High School (80 seniors, 65 sophomores) including shop, home economics, art and some college students.

a) They felt that the Vocational-technical training and the Home Economics and Commerical training was, for the most part, adequate.
b) They complained about too many study halls--they are to be loafed or slept through.
c) They felt guidance counselors were overloaded--they wished that counselors had time just to talk with them. They also felt that college and non-college guidance should be separated, perhaps a semester of each.
d) Fifteen of the eighty seniors would prefer a vocational tracking in such required subjects as English, social studies, etc.
e) They felt that extra help should be available on request from all teachers.
f) More clubs that would offer opportunities for membership to shop students, therefore, more clubs not necessarily involved with academic subjects.
g) They felt that there was too much parental emphasis on grades.

COMMENTS

Curriculum

1. The necessity for increased vocational-technical training was emphasized by both students and teachers, especially those in the high schools outside the Butler Area. In the Butler Area, chief concern was in possible revision of current academic courses and in opening the current shop program to more students.

2. There is a strong feeling that academic courses as presently given (e.g. English, social studies, mathematics) are not meeting the needs of:
   a) Vocational-technical students who evince a strong interest in more practical content, and
   b) the below average student who often has low reading ability or interest.

   However, teachers express the caution that though these courses should add more relevant material, they should not be downgraded to the extent that all good literature, challenge, and culture are removed. Both students and teachers wanted more electives, especially for non-college students and more half-credit courses.

3. Additional concern was shown that bright students be able to take advantage of accelerated programs, tracking, and independent research.

4. The teacher survey showed strong desire for departmentalization, so that plans of study could be organized and coordinated, both within and between department. This answer was given to several of the questions on the survey. Also expressed was the belief that the department head should be relieved of most--but not all--of his teaching chores, so that he has the time for planning and coordination. One questionnaire mentioned the possibility of departmental cooperation on the county level as a means of exchanging information between schools.

5. Teachers showed a strong desire to explore new methods of teaching and possible programs of independent study and research. Independent study and research will meet the expressed need of many students.

6. One interesting specific suggestion came from an English teacher who pointed out that today's students lack the background in Bible study necessary to understand most of the world's great literature. The suggestion was made that perhaps a course in the Bible as Literature could be offered, not only for value as literature but to emphasize moral values.

7. Another specific recommendation was for typing to be given to all students in Junior High, either as a required or elective course, since many students have trouble fitting typing into their schedules in Senior High. (Especially higher track academic students.)

8. On school size, it was interesting to note that complaints about the schools being too large all came from the smaller schools in the county, not from the largest, which is Butler Area. However, it was also the teachers from these schools who were most concerned about number of pupils in a class, the need for accelerated classes, homogeneous grouping, more electives, etc., programs only economically feasible in a larger school. This leads us to the conclusion that it is not the size of the school, but the pupil-teacher ratio, that is the real problem.

Student-Teacher Relationship

The concern students expressed was largely in terms of increased cooperation, such as student-faculty committees, more faculty involvement in student government, etc., but they also expressed a need for more individual help from teachers, as well. Teachers, however, showed great concern for the loss of the traditional student-teacher relationship. Though this was not asked as a specific question, more than half our questionnaires reflected this concern in various comments. (For instance, smaller classes for more personal contact with students, more time to help students who need it, more individualized program.) Also reflected was a certain frustration with some of the paper work and study hall chores that take time away from teaching and planning.

Guidance

In our student meetings we did not specifically ask students if they felt their guidance programs were satisfactory, and they did not bring it up, except for the vocational students who, rather wistfully, mentioned the overloading of counselors, adding that they wished counselors had time "just to talk with them." This reflects an opinion expressed on the teacher survey that it is often the students who need counseling the most who hesitate to seek it.

Our teacher survey stressed the need for more counselors (except for one individualist who felt counselors were completely unnecessary, that teachers could manage guidance as well as teaching, given sufficient financial incentive) and also more time--time for student-counselor conferences, for more teacher-counselor conferences and more parent-counselor conferences.

There was also an emphasis on time for more personal counseling. Perhaps this should be discussed in terms of philosophy, needs of vocational and college counseling, academic qualifications, and how this fits into the system of pupil personnel services.

On Extra-Curricular Activities

Our teacher survey was pretty evenly divided between those who felt that there was a place for everyone who wanted to be involved and those who felt that a sizeable number of students who want to be active are not. The vocational students generally felt that there were few activities for them. Once again, it was pointed out that sometimes those who want and need to be involved are overlooked because they are too shy to take the first step, or because nobody knows them. Several teachers added that it was every individual's right <u>not</u> to participate if he doesn't want to.

Student Representation, the Communications Gap, etc.

Students and teachers alike are concerned over the "communications gap," and student involvement in school affairs. Students generally expressed most concern over the gap between the administration and the students. Teachers felt the biggest gap lay between faculty and administration, (with faculty-administration-school board running a close second.)

Students and teachers alike felt very strongly that Student Council needed to be strengthened and given more responsibility, with more faculty involvement on a cooperative basis. Teachers also felt that although students had a right to express their opinions, any decisions in the realm of program and curriculum must be left to the educators. A significant number felt that students should have some voice and responsibility in matters that affect them directly, such as social events, student newspaper, and dress codes. A sizeable number felt that in the nature of things, there would always be a gap. Some also mentioned the desirability of group discussions.

Delinquency

There does not seem to be a serious problem with delinquency in this area, judging by our survey. Interestingly, among the comments of those who did note a problem were "need for smaller classes" and "more technical training," so perhaps there is a feeling that some of the delinquency can be traced to a lack in the program, such as student boredom or inactivity. The complaint of "too many study halls" perhaps should belong in this area. The bright academic student carrying a full schedule and a number of outside activities has and presents no problem; but for many of the average and below average students "study" hall is a misnomer--it is a period to be got through somehow, by loafing, sleeping or maybe causing discipline problems.

Emotionally Disturbed

Not many teachers felt there was any serious problem with emotionally disturbed youth in the schools. However, their concern over the problem extended far beyond their belief in its prevalence. A large number felt that teachers needed more training so they could recognize emotionally disturbed youngsters and refer them for treatment (the earlier, the better.) Also expressed was the concern that this is sometimes a dead end, since the school has no authority to enforce any referral or treatment for the student. They were concerned also for the disturbed student who is nevertheless able to attend school and thus presents the teacher with the problem of coping with him in such a way as not to add to his maladjustment. They felt both that additional training in how to cope with this student was necessary, and also that they should be able to get help with specific problems from either the school psychologist or the Mental Health Clinic. (An added comment was the need for more psychological services.) Our Community College discussion mentioned the desirability of screening teachers for emotional problems.

The School and the Community

Our survey showed in the answers to more than one question, the need to keep the community informed on school programs. They felt parents should be encouraged to be more involved in schools, perhaps with evening programs that included educators-parents-children, or evening classes that would include parents. The fact that a majority indicated that the biggest problem facing education today is "Money--the cost of providing educational programs" shows that they are well aware of the spiraling costs that present districts with difficult, sometimes impossible, decisions.

RECOMMENDATIONS

1. A student-teacher ratio and a teacher schedule that permits teachers time to plan, to give extra help to students who need it. (Actual number may vary with different courses, time schedules, and teaching systems.)

2. A counselor-student ratio that permits an adequate number of student-counselor, parent-counselor, and teacher-counselor conferences; exploration of efficacy of group parent counseling sessions; an adequate counseling program on all grade levels, 1-12. The area of personal counseling should be evaluated.

3. Active vocational programs for all students who need them, provided either in comprehensive high schools or, where this is not feasible, in a vocational-technical high school, to serve several districts in an area. Because of the high cost of these programs, additional help should be given local districts, possibly in the form of federal grants where necessary, matching state funds where possible. Realization of these programs is a must.

4. Re-evaluation of curriculum with a view to revising it to meet today's needs, in terms of:
   a) more relevant courses (both academic and practical) for non-college and vocational students
   b) updating English and social studies courses to be more real-life oriented, to include contributions of Negroes, more remedial programs, and more electives
   c) more remedial programs
   d) more electives
   e) more discussion classes.

5. Exploration of innovative programs, such as flexible scheduling, team teaching, computer-assisted programmed instruction, etc., to make more efficient use of teacher time, to provide for more individualized program and a higher quality of education for all students. Because of the cost of this innovation, federal or state grants should be made to school districts initiating them.

6. Additional training for teachers, both present and future, on emotional problems, specifically:
   a) how to identify the emotionally disturbed student in the classroom
   b) how to cope with the problems of this kind of student in the classroom situation.

   Consultative services should be available to teachers, with specific problems either from a trained psychologist or clinician. The role of the school in the referral, treatment and handling of these young people should be studied and defined. Teachers must also be made aware of the student behavior which is effected by teacher response.

7. Student government organizations should be given more responsibility, on the basis that the best way to train a citizen for democracy is to practice it. This responsibility should vary with the area, from a great deal in areas that directly affect the student, such as dress codes, student newspaper, social events, etc., to an advisory voice only in areas that are defined as strictly educational or administrative. More faculty-student committees should be set up to provide communication and help with specific problems, perhaps to deal with student grievances.

8. Communication and cooperation between faculty and administration, school board-faculty-administration and faculty-student-administration are desirable and can probably best be accomplished through joint committees or discussion meetings or both.

9. An increased effort should be made by the schools, the media, and by community organizations to sponsor parent-teacher, student-parent, and teacher-student-parent-community programs or open forums as a means of:
   a) providing better communication between parents-schools-community and young people
   b) providing down-to-earth education and training for young people on the practical responsibilities of citizenship in the community
   c) providing more status, recognition of, and interest in non-college fields.

10. A re-education of parents and students in terms of planning for the student's future stressing contributions of those in the vocational area, material rewards, status, etc.

11. With the cost of providing quality education for more children spiraling, a re-study of the financial base for education should be made. Possibly more federal funds should be made available to the states for distribution to local districts. Some way of taking the enormous burden of the property tax from retired persons or those with fixed income should be found.

12. The educators need to become more directly involved with individual students who need help in becoming active in the extra-curricular program--give the assistance needed to the one who fears screening, etc.

TEACHER QUESTIONNAIRE

Listed beside each question is the number who answered it. We have also listed the number who gave each reply, except where it may have been only a single comment. On some questions there could be almost as many different answers as there were teachers taking it, so we have included specific comments that seemed, in our view, to pinpoint a problem, to reinforce a view expressed elsewhere to present a creative approach, or simply for the purpose of taking into account a minority view.

Some questions seemed to elicit such vague or subjective answers that we felt they were not well phrased to start with. In general, we felt deeply grateful to the teachers who took the time to try to answer our questions seriously and helpfully (in spite of the fact that several commented that it was one more example of "dumb paperwork!").

1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

QUESTIONNAIRE

HIGH SCHOOL. . . . . SUBJECT AREA. . . . . .
Please return to Esther J. Shaffer, by April 2, 1969.

1. In your opinion, what changes should be made in the curriculum, guidance and counseling programs, etc.? 88 answers

   Curriculum:

   1. Necessity for better vocational technical programs (15)
   2. Need for tracking and accelerated programs (9)
   3. Concern for the average and below average student who does not get sufficient attention (9)
   4. Necessity for coordinating courses and for departmentalization (7)
   5. More electives, especially practical courses, or half-credit classes for non-college students (3)
   6. Necessity for smaller classes, more individualized instruction, less emphasis on college were also mentioned
   7. Include typing as either an elective or required course in junior high, since some students have trouble scheduling it in senior high
   8. Coordinate English 1-12 with specific goals set for each year

Guidance:

1. More counseling--more counselors (7)
2. More counselor-student conferences (5)
3. More emphasis on personal counseling (social problems, etc.) (5)
4. Less clerical work so counselors have more time for students (3)

Also suggested:

1. More specialization for counselors
2. Possible vertical assignment of students so that counselors would have members of all classes every year
3. The guidance program should be eleven months to allow time for appointments with parents and students

2. Do current required courses (e.g. English, social studies, mathematics, science for vocational and technical students meet their needs? Are supportive and supplemental services provided in the community for these students? 76 answers. on courses yes 10; no 35; on services yes 3; no 10

Specific suggestions:

1. Business English (6)
2. Technical mathematics (2)
3. Remedial programs
4. Economics and social studies specifically geared to vo-tech

There was a feeling that academic courses should be geared a little more to the interests and abilities of these students, with the caution that we must not take all good literature, challenge and culture out of the classes.

One of those who felt the courses were adequate pointed out that in a democracy it is important for students of varied interests and abilities to exchange ideas.

3. How are educational programs compensating for home deficiencies? Are they effective? If not, what changes should be made? (This question elicited many generalizations and subjective responses. We felt it was not a good question.) 61 answers

1. No school can compensate for home deficiencies--it can only supplement (4)
2. We need trained social workers
3. Classes too large to permit this kind of relationship
4. The only deficiency we should compensate for is discipline
5. Somewhere we should teach courtesy, manners, moral obligations, and citizenship. Teacher and counselor attention supply some of what is lacking

4. Is the emphasis on college a detriment to encouraging students to enter non-college fields? What remedies would you suggest? 86 answers. yes 38; no 19*

   1. The problem seems to lie mostly with status-seeking parents
   2. Partly it is because of a lack of vo-tech training
   3. The dignity and importance of work in other fields has not been emphasized

   Remedies:
   1. More adequate guidance, so that counselors have more time with students, and counselors with more specialized knowledge of non-college fields (4)
   2. More recognition both of students in these fields and for the fields themselves (4)
   3. An improved curriculum for non-college students
   4. Remove the stigma from these fields through a positive approach by school and community
   5. More individualized instruction and approach to students
   6. Separate guidance classes for college and non-college
   *7. Emphasis on college necessary to reach all students who should go
   8. Sometimes non-college students need more help, but are not as likely to seek it
   9. Programs by people in non-college fields and conferences with students, possibly a "career day"
   10. Greater effort by school to create liaison between school and trade unions. Emphasize dignity--and financial rewards of skilled labor

5. How can parents and the community be encouraged to assume more responsibility for the kind and amount of mass media information being given to children and youth? (For example, basic ethical values, habits associated with responsible citizenship.)

   1. Community programs organized by churches, service clubs, etc. (4)
   2. More "open-forum" meetings between parents and educators, or perhaps more emphasis on PTA (2)
   3. Evening classes and programs for parents (4)
   4. Group parent counseling (3)
   5. More communication between parents, teachers and counselors
   6. More small group discussions

6. What steps can we take to help improve the black-white relationship? 69 answers. no problem 18.

1.	Treat everyone equally	(4)
2.	Don't over-emphasize it	(3)
3.	Education	(3)
4.	Hire outstanding Negro teachers	(3)
5.	Stress black accomplishments as well as white--perhaps units in social studies and English dealing with contributions of Negroes	(3)
6.	Perhaps a school-to-school exchange of students of different colors	
7.	Classroom discussion on the nature of prejudice	

7. How best, and to what extent, should youth be represented and recognized by school authorities in planning? For example: program development, curriculum, sports, social events, student newspapers, dress codes. 87 answers.

1.	Strengthen student government, give it more responsibility	(18)
2.	Students should be listened to, but adults make final decision	(15)
3.	Leave program and curriculum to educators	(8)
4.	Should have voice in sports, social events, newspaper and codes	(6)
5.	Should be included in all important decisions and changes	(5)
6.	Little or no voice	(5)
7.	Complete and equal votes on all	(2)

8. Are we involving all young people who want and need to be involved in some sort of extra-curricular activity, such as clubs, intra-mural sports, etc.? Or are there many who want to be active and involved but can't find a place? What would you suggest? Or do you feel the whole area of extra-curricular activities is over-emphasized? Yes 22; no 20; over-emphasized 9.

Comments:

1.	Should have activities period instead of study hall	(7)
2.	Faculty sponsors should be paid	(7)
3.	School programs should not be interrupted too frequently	(5)
		(5)
4.	The club system should be re-evaluated	(4)
5.	We do not reach or get the ones who need it most	(4)
6.	Not enough for lower ability group	(2)
7.	Sports (especially football over-emphasized)	(3)

9. Do we have a serious problem with defiant or delinquent youth that we are not dealing with? Have you suggestions for improvement? 71 answers. Yes 9; some 5; no 20

1.	More discipline is needed	(6)
2.	Smaller classes and technical training would help eliminate the problem	(2)
3.	Society is too permissive	(2)
4.	Parents are the problem--lack of training at home	

10. Do we have a serious problem with emotionally disturbed youth? In your opinion, how best can this be handled? 71 answers. Yes 3; some 4; no 6

1.	Counselors and teachers should be able to identify problems and refer to school psychologist or clinic	(8)
2.	Serious emotional problems have no place in the classroom	(3)
3.	Smaller classes	(3)
4.	If able to stay in school emotionally disturbed students should be in smallest possible grouping	
5.	Teachers need more information and training in how to cope with them in a classroom situation	

11. What is the biggest hurdle you, as a teacher or guidance counselor, have to overcome to provide the kind of teaching you feel your students should have? 82 answers.

1.	TIME--for extra help for students who need it, for planning	(20)
2.	Classes too large	(17)
3.	Lack of personal contact with students	(9)
4.	Lack of necessary supplies and equipment	(9)
5.	Too much paper work	(6)
6.	Motivating students	(6)
7.	Apathy--both student and parent	(4)
8.	Heterogenous grouping	(4)
9.	A budget that permits exploration of post-high school vocational training	
10.	Discipline	(3)
11.	Need more remedial programs	(2)
12.	Study halls are a waste of time	
13.	One teacher wrote that his biggest hurdle lay in his reluctance to accept the fact that problems are normal, to be approached and solved rationally	

12. One of the complaints today is the "communications gap." In your opinion does such a gap exist? For instance, student-to-student; faculty-student and student-faculty; administration-student and student-administration; faculty-administration and administration-faculty; school board-administration-faculty (or any other combination.) If so, what remedy would you suggest? Yes 42; some 7; no 14

Administration-faculty	11
School board-administration-faculty	10
Faculty-student	7
Administration-student	7
Student-student	3
Faculty-faculty	2

1. More discussion meetings--greater social inter-action
2. The two sides do not listen to each other
3. Use Faulty Advisory Board more; involve students more
4. Department heads needed
5. Gap will increase as relationships get more specialized
6. There will always be a certain gap and this is both normal and desirable

13. In your opinion, what direction should educational planning take in order to meet the needs of the future? (For instance, such programs as: flexible scheduling to permit both large and small group instruction; more planning time; more coordination both within and between departments; more individualized programs for students, any other suggestions.) 77 answers.

1.	Better coordination within and between departments, with department heads who have a lighter teaching load and thus time to help coordinate	(23)
2.	More individualized programs	(18)
3.	Flexible scheduling	(15)
4.	More planning time	(16)
5.	Smaller classes	(6)
6.	Team teaching	(4)
7.	Vo-tech program	(4)
8.	More concern for average and below average students	(2)
9.	More remedial programs, especially in reading	
10.	Make curriculum relevant to today's needs	
11.	More electives, eliminate study halls; possibly teacher assistants	
12.	Explore all of these and others, possibly in pilot programs	

14. In your opinion what is the greatest single problem facing education today? 89 answers

1.	Money to finance the necessary programs	(17)
2.	Discipline	(11)
3.	Relevance of curriculum	(5)
4.	Maintaining--or restoring--personal contact between teacher-student	(5)
5.	Overloaded classes	(3)
6.	Ability to change and update program to meet today's needs	(3)
7.	Lack of time to teach	(2)
8.	Lack of supplies	(2)
9.	Also: time to plan; effect of teacher militancy on students; keeping education individualized; keeping public informed on needs; teachers who are behind the times; computer assisted programmed instruction	

R425c
Cameron

GOVERNOR'S COUNCIL FOR HUMAN SERVICES
COMMITTEE ON CHILDREN AND YOUTH

REPORT FOR CAMERON COUNTY

The Cameron County Committee on Children and Youth submits the following report:

Cameron County is a small rural county in North Central Pennsylvania. Because of its mountainous terrian, it is one of the most sparsely populated counties in the State. There are two boroughs in the county--Driftwood and Emporium, which is the county seat.

The population of Cameron County is approximately 7,000 people. It is estimated that 45% of the population is made up of young people 21 years of age and younger.

There is no minority group of consequence in the County--less than 10 negroes.

The income level is considered to ne high. This is due to the fact that many of the families have at least two wage-earners, in asmuch as Sylvania Electric Products employs a large number of women.

The major industries of the County are Sylvania Electric Products, Cameron Mfg. Col, Motor Coils Mfg. Co., Pennsylvania Pressed Metals, Rich Valley Wood Products, Lewis and Hockenberrys, Inc. Metal Wire Recovery Corp. and Mallery Lumber Co.

The type of committee organization utilized by Cameron County, varied with the topic under discussion, but was primarily that of full committee meetings. During the course of three meetings, sub-committees were the means of preliminary discussion for summarization of suggested solutions to the problems. The committee had an enrollment of about

50 members with 60% actively participating. Communications between three major segments of the immediate society were greatly improved. These segments are : youth--75%, professionals--15%, parents--10%.

Six full committee meetings were held.

Co-operation between the members of "The Establishment", and youth was highly effective. Community leaders prepared talks which dealt with the importance of home, education, and peer group values, and how they effected the youth.

Mrs. Dolores Blumle, Child Welfare Director, was most helpful in making available statistics. When the controversy arose over adoption procedures in Cameron County, she explained the problems encountered in adoption cases. Her experience intrigued several members to the point of exploring Public Welfare as a career.

James Klees, editor of the Cameron COunty Press, discussed "Operation Leader," which is a propsed educational program involving Cameron, Elk, McKean and Potter counties. Cameron County could be the center of activity and the effect of this proposal upon area industry was generally thought to be beneficial. Many committee members felt that cultural and educational benefits would also be greatly increased.

Mr. Gordon Meredith, high school principal, and Mr. John Simon and Mr. P.C. Miller, guidance counselors at the high school, responded to an invitation by the Committee, to discuss the guidance policies at the high school. These men gave brief resumes of the work of the guidance office. This proved to be very helpful and informative. There was franl discussion about the need of improving communication of students and parents with the guidance office.

One of the meetings was given over to the discussion of current youth problems. The young people actively participated in a frank discussion on such matters as the military draft, the minimum drinking age, and the drug problem. Of course various ideas were presented. Some felt that military service should be required of all young men upon reaching the age of 18. Another idea was that women should be drafted for clerical and other non-combat duties.

On the matter of drugs, it seemed to be the opinion that even in a small community like ours, young people can obtain drugs if they really want them.

Many of the young people felt that there should be no minimum drinking age. They were of the opinion that this would reduce teenage drinking because it would take the "daring" out of it.

This briefly covers the activities of our committee. We feel that our meetings with adults and young people participating, helped bridge at least some of the communications gap.

We regret to say that our efforts did not meet with approval by all. The County Superintendent of Schools misunderstood the motives of the Committee, and was very adamant. He questioned our right to discuss the educational program.

Other than this we had fairly good co-operation.

FUTURE YOUTH ORGANIZATION

A future children and youth program in our small town, I believe would be very beneficial if handled by the right people. From past observations I feel there are several important factors that would make this organization a success such as:

1. Handled primarily by youth elected by youth.

2. Choice of adult steering committee made up by the youth.

3. Have two very important meetings every six months with follow up meetings and special meetings called at any time when needed.

4. The organization should be called for their opinion on any community problem. I think their opinion would soon become very valued.

5. A yearly election of officers and yearly change of steering committee.

6. Much publicity by radio and paper, making this an important and interesting organization.

7. Put the organization to work with worth while projects such as; helping the aged in their homes, the disabled in shoveling snow, mowing etc., etc. All free of charge. Maybe even collect for Biafra or our own deprived children. Why not, everyone else it!

8. Make the steering committee attend all local school board meetings, council meetings, etc., to express opinions.

9. Make the steering committee active in politics, announcing support for candidates of choice and activily campaigning.

If this organization were handled by the right leaders with real honest to goodness enthusiasm, there is no reason why this couldn't be the most successful group to show itself in a long time.

APPENDIX:

COMMITTEE MEMBER	OCCUPATION
Strimel, Mrs. John	Co-Chairman
Allen, Richard	Co-Chairman
Baker, Sandra F.	Housewife, Sub-teacher
Bergdahl, Linda	Student
Bisso, Roberta	Student
Bricker, Jeff	Student
Burkhouse, Lynn	Student
Burlingame, William	Skilled worker
Campbell,Rick	Student
Conway, Clay	Student
Crosby, Lynn A.	Justice of the Peace
Davis, William E.	Clergyman
Dresser, S. Richard III	Student
Eckl, Jean	Housewife
Eckl, Thomas J.	Insurance agent
Henry, Edward	Director of Community Center
Hoffman, Richard	Student; Student Council President
Horning, Edward L.	Student
Hyden, Carl	Student
Isacke, Beth	Student
Jones P. M.	Superintendent of Schools
Johnston, Mrs. Bruce	Housewife
Keenan, Laurie	Student
Mrs. Kelly	Housewife
Klees, James P.	Newspaper Editor, School board member
Knisely, Roger	Student

APPENDIX II:

COMMITTEE MEMBER	OCCUPATION
Kuhn, Bill	Student
Lewis, Kathy	Student
Mr. Lloyd, Harry C.	Mayor
Lundberg, Mrs. E.B.	Housewife
Lyon, Twila	School teacher
Malizia, Deb	Student
Murray,Erwin	County Commissioner
Narby, Maxwell	Teacher
Narby, Mrs. Sharon	Housewife
Nordberg, Regina	4-H Leader
Patton, Jean	Student
Pellam, Eleanor	Extension Home Economist
Petty, Dennis	Skilled worker
Pifer, Angela	Student
Regester, Samuel D.	Clergyman
Rydesky, Mary M.	Student
Schwender, Judith K.	Student
Simon, John	Guidance Counselor-School
Singer, Jan	Student
Stuart, Jack	Student
Thiel, Richard	Student
Mrs. Tusing	Scout leader & Housewife
Underhill, Kathleen	Teacher, Guidance Counselor

APPENDIX III:

ACKNOWLEDGEMENT OF PARTICIPATING ORGANIZATIONS

Agricultural Extension Office

Child Welfare Department

Cameron County Echo

Cameron County Foundation

Cameron County Joint School District

Cameron County Press Independent

Cameron County Youth Center

Department of Public Assistance

Emporium Borough Council

Emporium Ministerium

Lion's Club

WLEM-Radio Station

Respectfully submitted,

Richard Allen

Richard Allen, Youth Co-Chairman

Mrs. John Strimel

Mrs. John Strimel, Adult Co-Chairman

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Centre

CENTRE COUNTY COMMITTEE REPORT

1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

SECTION I

Description of county

A. Centre County is composed of small towns and rural areas in a total area of 1,115 square miles. The 1960 census showed a population of 78,580; 32,369 urban (41%) and 46,211 rural (59%).

B. There were no actual figures available for the population under 21. Based on the information given below it is our estimate that the under 21 population would be approximately 45%. There were 17,074 children attending the county public schools in 1969 (up through age 17). This figure does not include four townships which are in other school districts, Taylor, Curtin, Liberty and Philipsburg borough, nor those attending parochial schools. A breakdown of farm population in 1964 showed 45.2% were under 20 years of age.

There were no available figures on minority groups, however they are statistically negligible. There are a few colored laboring families in the Philipsburg area and several non-white professional families in the State College area. The latter are mostly Asian Indians and Orientals connected with the University (non-students).

C. The per capita income for 1963 was $1700. The 1966 median income per family was $6750. There were a total of 1,175 persons (1.3%) on public assistance in 1967.

Sources of personal income in the county in 1963 were:

30. % trade and services
17. % manufacturing
11.7% property
9. % government
8.3% non-farm proprietors
2.9% farm

D. Major industries in order production worth are:

Primary metal	Tobacco
Instruments and related	Apparel
Electrical machinery	Machinery
Stone, clay, and glass	Food

Centre County

Section II

Organization

The high school guidance counselors in each of the five school districts in the county were contacted to secure the names of youth, in school, drop-outs, recent graduates, who might serve on the committee. School officials responded from downright refusal to enthusiastic personal participation. Personal friends of the adult co-chairman who were experienced in working with various youth groups also recommended participants.

Local representatives of cooperating organizations, taken from the list supplied by the state office, were contacted and invited to an organizational meeting.

Eventually invitations were sent to youth and adults from every geographic area of the county and included a good economic and occupational cross section.

The youth present at the organizational meeting elected their own chairman, Thomas Horne.

A. Each person selected one of the county sub-committees, i.e. Home, Education, Youth Values, to which he was responsible. To facilitate meetings the County Committee was divided into four areas, according to school districts. These local committees then met between county meetings and discussed questions under all three areas of investigation. Youth and adults met together in all meetings.

Area	No. of meetings	Average attendance
Bellefonte-Bald Eagle	4	17
Penns Valley	3	18
State College	2	15
Philipsburg	2	25
County	3	45

B. While some personnel changed from time to time a group of approximately 75% remained constant.

C. Though we had excellent geographic representation those persons who were active on the committee were definitely middle class economically and predominantly business or professionally oriented.

The youth outnumbered the adults at all meetings, 70% or more were youth.

Centre County

This questionnaire was compiled and administered by the Penns Valley local area chairman, Mary Hosterman, and secretary, Jeff Stover. Twenty-five persons of various ages and economic levels in the town of Centre Hall verbally answered the following questions.

1. Do you think the U.S. made a mistake by sending troops to fight in Vietnam?

Yes	No	Not Sure
47.6%	38%	14.4%

2. If a situation like Vietnam were to develop in another part of the world, do you think the U.S. should or should not send troops?

Should	Should not	Should, but not alone
14.4%	66.6%	19%

3. Should the U.S., when negotiating about the arms race with the Soviet Union negotiate from parity or superiority?

Parity	Superiority
53.3%	46.7%

4. When the war in Vietnam ends should the 30 billion dollars being spent there in a year be transferred to domestic programs or kept in the defense budget?

Domestic	Defense	Not Sure
80.9%	14.3%	4.8%

5. Should the U.S. move to create an all-volunteer army, substitute a lottery or keep the present system (draft) ?

All-Volunteer	Lottery	Draft	Not Sure
57.1%	14.3%	23.8%	4.8%

6. Should abortions be legalized for certain cases such as rape and known mental retardation of the child?

Yes	No
90.5%	9.5%

7. Are you for or against capital punishment?

For	Against	Not Sure
42.8%	52.4%	4.8%

8. Should the voting age be lowered to 18, 19 or kept the same?

18	19	Same	Not Sure
47.6%	19%	28.6%	4.8%

Centre County

9. Should the drinking age be lowered?

No	Remove all restrictions
95.2%	4.8%

10. Should sex education be taught in the schools?

Yes	No	Not Sure
85.7%	9.5%	4.8%

Of those responding "yes", 76.4% thought that it should begin in the elementary schools and accelerate as time passes and the student matures.

11. Would you allow your son or daughter to participate in an interracial date?

Yes	No	Not Sure
19%	66.6%	14.4%

12. Do you favor a Centre Hall Youth Council?

Yes	No
95.2%	4.8%

Centre County

This questionnaire was compiled and administered by the Penns Valley local area chairman, Mary Hosterman, and secretary, Jeff Stover. The history classes of the Penns Valley High School were polled, 450 students.

1. Should the school set restrictions on dress and hair?

Yes	No
39.9%	60.1%

2. Is the present Student Council "weak"?

Yes	No
91%	9%

3. Should homeroom elections be abolished and have all general elections done the year before?

Yes	No
80%	20%

4. Should the school control and censure school newspapers?

Yes	No
35.5%	64.5%

5. Would you yourself participate in an interracial date?

Yes	No
46%	54%

6. Should gym be mandatory or made an elective?

Yes	No
50%	50%

7. Should a Sex Education course be offered in school?

Yes	No
95.8%	4.2%

8. Should the U.S. move to create an all-volunteer army, substitute a lottery or keep the present system (draft)?

All-Volunteer	Lottery	Draft
65.7%	6.3%	28%

9. Should the voting age be lowered to 18?

Yes	No
85.3%	14.7%

Centre County

10. Should grades be abolished in favor of a simple pass-fail system based upon the recommendation of the teacher?

Yes	No
28%	72%

11. Should abortions for certain cases such as rape and known mental retardation of the child be legalized?

Yes	No
80.85%	19.15%

12. Should health classes be made co-educational?

Yes	No
78.2%	21.8%

13. Did the U.S. make a mistake by sending troops to fight in Vietnam?

Yes	No
26.2%	73.8%

14. If a situation like Vietnam were to develop in another part of the world, do you think the U.S. should or should not send troops?

Should	Should Not
43.2%	56.8%

15. When the war in Vietnam ends should the 30 billion dollars now being spent there a year be transferred to domestic programs or kept in the defense budget?

Domestic	Defense
53.56%	46.44%

Centre County

The examples are listed in the order of importance within the sub-committee headings. The top five, irrespective of category are:

I	1,3
II	14
III	7
IV	8
V	15

Centre County

SECTION III

Sub-committee findings

All sub-committees discussed the need of better communications between youth and adults.

HOME

1. Need for better communication between parent and child.
2. Changing concept of marriage and morals.
3. Low cost housing need.
4. Nursing home and nursery school facilities for low socio-economic groups.
5. Adult education on child rearing.
6. Abortion laws.

EDUCATION

7. Need more guidance counselors in senior high schools.
8. Teacher evaluation.
9. Student Council influence and guidance.
10. Better communication between students and teachers.
11. Modern and pertinent curriculum.
12. Progressive sex education in the schools.
13. Better and more schools for the mentally retarded.

YOUTH VALUES

14. Youth needs to participate and be involved.
15. Drug usage.
16. Make own decisions about some things.
17. Counseling services.
18. Recreation needs.

Centre County
SECTION IV.

County Committee Recommendations

A. 1-1. Creating a climate of cooperation and wanting to communicate. The willingness of both youth and adults to take time to hear what the other has to say instead of automatically opposing the other's viewpoint.

1-2. This is a constant problem which will never be completely solved but immediate and continuous efforts are needed.

1-3. Groups involved are youths from adolescence through college and their parents.

1-4. Same as 1-3 plus help of trained personnel in psychology and/or social work.

1-5. Any organization to which either group belongs or those to which both belong, i.e. Scouts, Tri-Y, 4-H, Women's Club, civic clubs, church groups. Organizations can be more effective than individuals because personalities are not so involved.

2-1. The Home sub-committee felt that this was the reason for much of the conflict of the generations. Whether planned changes could be instigated is questionned but communication concerning viewpoints would be valuable for understanding. Recommendations would correlate those given for 1.

3-1. More housing is needed throughout the county for the low income group.

3-2. The first time factor involved is in finding funding, private or public, to provide housing. The second is that required for the construction of the housing. There seems little available for renovation. The need is immediate.

3-3. Families of low income include those of low earning capabilities and elderly with fixed income, as well as those on public assistance.

3-4. Groups to be involved are those presently involved in public assistance and welfare, philanthropic organizations and individuals, builders, and possibly realtor-development groups.

3-5&6. A county-wide public meeting on low income housing was held March 5, in the State College area. Following a recommendation at this meeting the Centre County Office of Human Services developed a committee to coordinate other than public housing activities within the county. The Centre County Office of Human Services is an advisory organization composed of interested individuals and representatives from 32 agencies involved in some aspect of Human Services. A group of citizens

of State College have recently opened a non-profit housing project which assists middle income, especially retirees with fixed income, but this is still priced above the really low income level.

4-1. The need for nursing home facilities is critical. There are long waiting lists at the few public and private homes available. The low-income and public assistance level group is most acute. Rising costs caused the closing of one private home within the last two years making even a greater strain on the remaining facilities.

4-3. The elderly ill and their families are the groups directly involved.

4-4. Church groups might be interested to form new facilities and services, even if only to serve their own members.

4-5. Through its member organizations the Centre County Office of Human Services could educate the public of the need and thus possibly smooth the way for additional tax monies.

4-6. Additional financial support at the county and state level is needed.

5-1. The interrelationship with the Education sub-committee is obvious. Most child rearing courses or classes are aimed at parents or soon-to-be parents. Perhaps such education should be started earlier such as classes on the Family in high school for both boys and girls.

5-2. A negligible time lag could be anticipated. Updated Home Economics teachers could handle the high school group. Recent graduates in the county and possibly some of the faculty from the child specialty programs in the College of Human Development at the Pennsylvania State University could be recruited for adult education classes.

5-3. Parents of children of all ages need and often seek knowledge on child rearing. Sometimes classes are available but parents are unaware of them.

5-4. Communications could be made through the schools, as well as by radio and newspaper.

5-5. The Grange, County Extension programs, school district continuing education programs are the type of agencies that should undertake this.

Centre County

6-1. The committee was aware of the controversy of this problem but believed that abortions should be legalized for rape and known mental retardation of the child.

6-2. There has been widespread public discussion on the subject and it was felt that it is now time to do something about it. How long it would take is dependent upon how soon public support can be rallied.

6-3. The group to be affected would be those women of child bearing age and the unborn children to whom it would apply.

6-4. Since this has physical, psychological and (for some) moral implications and a statute law is involved the general public will need to bring about the change.

6-5. Proponants of the change need to strengthen their appeal to the public by facts and figures obtained from persons and organizations concerned with the care of those affected by the present law; mental health and mental retardation agencies, physicians and public health nurses.

6-6. The committee did not report any governmental approach in the county.

EDUCATION

7-1. An expansion of the high school guidance counselor program, to include personal counseling as well as vocational counseling, was unanimously endorsed by the youth. The same staff member would not necessarily be serving in both capacities. Vocational guidance classes, meeting once a week for one semester, were recommended for meeting the general needs of the student. The counselor would then be freed for more specific individual conferences. The present guidance program was considered to be understaffed in four of the five county schools. Recommended counselor - student ratio was 1 - 250/300.

7-2. Selling the school boards the need for additional staff and training personnel to fill these positions would take several years.

7-3. All high school students would be the primary affected group.

7-4. Local school boards would bring about the change. Parents and taxpayers need to know the youth needs in order to influence and finance the school boards in the hiring of psychologically trained counselors. Present college students need to be influenced to prepare for such positions.

Centre County

7-5. This is definitely a youth felt need. Through the student council and class officers the youth can make their wants known to the school authorities and parent organizations; individuals to their own parents. Present counselors and/or teachers who understand these needs are most helpful allies.

7-6. At present the local level seems the best approach, though some members believed the State Board of Education should include counselors in the state high school accreditation requirements.

8-1. A method of teacher evaluation is needed to eliminate the "dead wood" and stimulate professional growth in the successful. The present tenure system and bi-partisan election of school boards impede "weeding." The committee proposed a local practice teaching board for reviewing of practice teachers. The temperment and attitude of the teacher for his students needs checking as well as his academic abilities. Also proposed was a state committee of standards for teachers' professional practices board.

8-2. Unknown.

8-3. Teachers and students primarily concerned.

8-4. Parent and teacher organizations, youth councils.

8-5. Pennsylvania State Education Association.

8-6. P.S.E.A. has already formulated a self policing plan but has not gotten it before the legislature. To our knowledge nothing has been done concerning practice teachers except at the training institutions.

9-1. Though the strength of the student council varied from school to school, all the youth felt their own student councils were not as effective as they should be. Student apathy and/or uncooperative school administration were responsible for this.

9-2. This is a "now" problem, constantly changing as the student body constantly changes. Participation and cooperation instead of apathy and antagonizm can be a pattern for strength.

9-3. Students and school administration.

9-4. Students and school administration.

9-5. Student Councils.

1. Get the administration to schedule enough time at regular intervals to allow student participation.
2. Get council representatives elected for abilities instead of popularity.
3. Have meaningful problems and projects for council consideration.
4. Sponsor responsible solutions.

10-1. Communications again. See 1 and 7. Youth felt teachers make an impact as personalities more than by the subjects they teach. Another reason for 8.

11-1. The present curriculum was adequate vocationally and for college preparation. To keep it pertinent it was suggested that an advisory school curriculum committee should include:

1. students
2. members of the lay public
3. professional educators

In the county one school had placements in the new shared vo-tech school which they could not use whereas others had more students wanting this specialization than they were permitted to send. An allotment by area need should be reviewed.

11-3. Students and teachers.

11-4. Teachers, state education board, and local school boards.

11-5. Teachers organizations.

12-1. Sex education should be a progressive study such as reading and arithmetic. While several schools have this attitude they do not have teachers adequately trained in this field.

12-2. An important time lag is in teacher training, not as a separate subject, but in the general curriculum given public school teacher trainees. Local time lag is dependent upon the education and mores of the community.

12-3. All youth.

12-4. Parents and school administration

12-5. Dependent upon the local community - wherever "progressive" individuals can be effective. Good backup - social service representatives, dean of boys and dean of girls of the high school, church school advisors.

13-1. This was an area about which much has been done recently and is progressing but in which there is still a great need. The committee had no recommendations concerning further changes but wished to record a continuing concern for the expansion of these services.

14-1. Youth needs to participate. At present they feel that the veto power of adults is too great and that they can't really affect policy. The more involved youth becomes the more understanding they are of the "establishment" and vice-versa. More youth should be members of community councils. At present State College has a youth member on the borough traffic commission, shade tree commission, park and recreation board, planning commission and there is a special Mayor's Youth Advisory Council of approximately 30 members. Some of these have full voting power while others are only advisory. In addition to the above mentioned groups our committee recommended regular youth representation at the school board meetings. The State College Advisory Council came into being about the same time this committee was formed. Members of both groups recommend this type of participation for other communities.

14-3. Responsible youth.

14-4. Adult civic councils and youth leadership.

14-5. The first step to be taken is a demonstration of genuine interest on the part of the youth by participating in all aspects open to other lay members. The Junior Chamber of Commerce would be an appropriate agency through which to work.

14-6. This is on the local level.

15-1. Some areas of the county were more concerned than others because of higher incidence. All members wanted drug usage stopped. Valid information concerning the effects of drugs should be presented to youth beginning in junior high school. No recommendations were made regarding apprehension or or punishment of offenders or changes in the law.

15-6. Enforcement should be at the state and national level.

16-1. Youth felt they should be permitted to make their own decisions about some things without adult interference. Dress codes and the mode of conduct within the peer group were the two areas about which they were most concerned. No committee recommendations were made except as related again to communication.

Centre County

17-1. Youth from the State College and Bellefonte areas felt that there was a need for a service in the community to enable individuals to talk over their problems. This might be termed an extension of the high school guidance service they desired (see 7). This seems to be another expression of the need of better communication. One person expressed it as "instant psychiatry". Many were not aware of the existence of the professionally staffed Family Counseling Service available to aid those with difficult personal family and social adjustments.
Lack of time prevented any further recommendations being made.

18-1. There was some expression of a need for recreational "things to do" but most of the individual communities throughout the county have been working on this and seem to be finding solutions. There was no recommendation concerning county youth recreation needs.

B. 1. Philosophical
Communication between parent and child needs to be resolved at the local level. The committee recommended church sponsored, short term discussion groups centered around specific areas of interest and/or conflict of youth and adults. An informal give and take session modeled on the way our committee functioned.

2. Philosophical
Discussions as in 1.

3. More study - governmental action and appropriation
The committee did not feel qualified to make specific recommendations but felt a study to equate the type of housing and the specific geographic location with the local needs should be made. Governmental assistance at the state and national level are needed.

4. Strengthening present services - governmental action and appropriation
County, state and perhaps national funds are needed to expand the existing nursing home facilities and services.
More study
The committee recommended more study be made to ascertain the actual need and potential use of nursery school facilities by low socio-economic groups.

5. Strengthening present services and creation of new services.
Expansion of adult education courses on child rearing would include updating and possible re-education of teachers.
No legislation would be needed but funding would be important.

Centre County

6. Legislative
Legislative action is necessary to change an existing law. Before this could be accomplished voter education is necessary, and then state and national representatives contacted and acquainted with the desires of their constituents.

7. Governmental action and appropriation - local and state
Strengthening present services
An expansion of the guidance counselor duties in the high school would mean more trained personnel and hence more expense. The need for this additional personnel would first be reflected in the willingness of the local school board to hire and/or the state to request.

8. Creation of new services.
The proposed local practice teachers review board and the state professional practices board for teachers could upgrade the quality of the whole profession.

9. Philosophical ?
The student council problem must be handled at the local level. It is a real concern of the high school student and one which he can handle.

10. Philosophical - local
The committee proposed a student-faculty dialogue one or two nights a week. Faculty could be scheduled on a rotating basis, though interested members would be welcome even when not scheduled. If there was sufficient sustaining interest among students there might need to be a loose type of scheduling of students also, such as by class or within alphabetical range, to keep the group small enough for meaningful dialogue.

11. Strengthening present services
The committee recommendation for an advisory school curriculum committee representing all areas of the population concerned with school curriculum is believed to more nearly meet the needs of those affected by the curriculum.

12. Creating new services, strengthening present services, requiring more study - local
With the modern realization of the many aspects of sex and the obvious importance it has in society education concerning it should receive more than a flip-chart-one movie type of presentation.

13. Strengthening present services
More staff and facilities are needed for the mentally retarded.

Centre County

14. Philosophical
In most areas of local civic government there are no laws that prevent youth participation, it is just something that has never been done. If today's adults will permit responsible youth to assume responsibilities they won't have so many youthful irresponsibilities to worry about.

15. Legislative
While local education and attitudes can do much concerning the use of drugs its legal control is with the legislative-judiciary government group.

16. Philosophical
Everyone wants to do their own thing. Even the committee dialogues cooled much of the feeling on this problem. Recommendations same as 1.

17. Creation of new services ?
No specific recommendations

18. Requiring more study
There were no specific strongly felt needs for youth recreation facilities or services at this time.

SECTION V

Follow-Up

Participants expressed pleasure and satisfaction in the committee activity and suggested that similar dialogues be continued at the local level in the future. No firm dates or proposals were advanced.

APPENDIX

All participants worked as individuals rather than representative of organizations to which they might belong.

Membership

Mrs. John S. Boyle (Nellie) adult chairman, Tussey Farm, R. D. 1, Centre Hall, Pa. 16828
Mr. Thomas Horne, youth chairman, 1160 Westerly Parkway, State College, Pa. 16801

Education Sub-Committee

Chairman: William M. Cromer, 793 Stratford Drive, State College, Pa.
Secretary: Thomas G. Horne, 1160 Westerly Parkway, State College, Pa.
Andrew Bergstein, 1216 Williams St., State College, Pa.
Sam Atmore, Box 536, R. D. 1, State College, Pa. 16801
James Burd, R. D. 3, Bellefonte, Pa. 16823
Barry Burkholder, Fleming, Pa.
Susan Burris, R. D. 1, Centre Hall, Pa. 16828
Mrs. Ann G. Cook, 325 W. Park Ave., State College, 16801
Deborrah Deitrich, 914 E. High St., Bellefonte, Pa.
Alvin deLevie, 276 E. McCormick Ave., State College, Pa.
Mrs. George R. Griest, Jr., 101 S. 9th St., Philipsburg, Pa.
Mrs. Alice Gummerson, R. D. 2, Centre Hall, Pa.
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Julie Johnson, 412 6th St., Philipsburg, Pa.
Jo Lantz, R. D. 1, Spring Mills, Pa. 16875
Mrs. Judy Massie, 204 W. Linn, Bellefonte, Pa.
Mrs. Anne Minshall, 203 McBath, State College, Pa.
Sandy Moyer, Box 136, Centre Hall, Pa. 16828
Dean Phillips, 1212 S. Pugh St., State College, Pa.
Anne Riley, Boalsburg, Pa.
Janet Runkle, R. D. 3, Box 129, Bellefonte, Pa.
Miss Terry Schubert, 121 West St., Pleasant Gap, Pa.
Ann Walters, 526 Glenn Rd., State College, Pa.
Kathy Yeager, 231 N. Spring St., Bellefonte, Pa.

Home Sub-Committee

Chairman: Deborah Baker, Box 115E, R. D. 1, Bellefonte, Pa.
Secretary: Mary Hosterman, 119 N. Pa. Ave., Centre Hall, Pa.
Lynne Arney, 220 N. Willow Ave., Centre Hall, Pa.
Joe Atkins, Box 239, Millheim, Pa.
Connie Boop, Box 228, Millheim, Pa.
Suzie Burd, R. D. 3, Bellefonte, Pa.
Sheldon Decker, 212 S. Centre St., Philipsburg, Pa.
Nancy Gearhart, Box 58, Milesburg, Pa.
Meg Gross, 277 Ellen Ave., State College, Pa.
Connie Homan, R. D. 1, Centre Hall, Pa.
Mrs. Barbara Jacobs, Federal Bldg., Bellefonte, Pa.
J. R. Juba, 916 Metz Ave., State College, Pa.
Kathy Kennedy, R. D. 1, Box 562, Osceola Mills, Pa.

Home Sub-Committee (continued)

John McHugh, Room 208, Court House, Bellefonte
Barry Parsons, 27 College View Trailer Park, State College, Pa.
Elaine Patterson, Port Matilda, Pa.
Janis Perks, Philipsburg, Pa.
Phil Sampsel, Box 36, Milesburg, Pa.
Kathy Stout, 1129 E. Pine St., Philipsburg, Pa.
Paul A. Taylor, 222 N. Penn St., Bellefonte, Pa.
Barbara Weaver, Box 437, Milesburg, Pa.

Youth Values Sub-Committee

Chairman: Tom Gentzel, 150 W. Prospect Ave., State College, Pa.
Secretary: Mrs. Richard Sharp, Maple Hill, Philipsburg, Pa.
Van C. Bowersox, Millheim, Pa.
Greg Boyog, P. O. Box 46, Pine Grove Mills, Pa.
Ruby Coder, R. D. 2, Box 104Z, Bellefonte, Pa.
Jennie Deibler, Centre Hall, Pa. 16828
Rose Giunta, 733 E. High St., Bellefonte, Pa.
Dave Gamble, Manor Road, Centre Hall, Pa. 16828
Clinton Craig Kyler, Philipsburg, Pa.
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Tom Sharp, Maple Hill, Philipsburg, Pa.
Barbara Spackman, Aaronsburg, Pa.
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Thomas Switzer, Bellefonte, Pa.
Melanie Thomas, Osceola Mills, Pa.
Jacob B. Wagner, 300 E. College Ave., State College, Pa.
Allen T. Weaver, Box 437, Milesburg 16853

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CHESTER COUNTY COMMITTEE

REPORT FOR
1970 WHITE HOUSE CONFERENCE ON
CHILDREN AND YOUTH

COUNTY CO-CHAIRMEN:
Mr. Michael J. Clarkson
Ass't. Director, Community Action
Board of Chester County

Miss Eleanor Marie McShea
Student, West Chester, Pa.

Mr. Gregory King
Student, Coatesville, Pa.

CONSULTANT:
Miss Anne M. Hines
State Committee Member

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Questionnaire, graphs and statistics

B. Family and the Home Questionnaire, by Gaye Johnson, Youth Chairman
(REPORT TO FOLLOW)

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Community Resources, by H. Donald Burr, Executive Director, Health and Welfare Council of Chester County

APPENDIX

List of Committee Membership

A GENERAL DESCRIPTION OF CHESTER COUNTY,

PENNSYLVANIA

Our county encompasses a total area of 760 square miles within which about 250,000 people live. The major areas are the following six:

1. Coatesville - 15,500 people - major industry - steel. A high concentration of social problems exist in this area.

2. Downingtown - Exton - 10,000 population - a very dense concentration of industry here but somewhat inaccessible to the needy who need employment.

3. Phoenixville - 16,500 population. Basically a full employment area with few problems besides lack of communication on school's part. Also a housing shortage.

4. West Chester - 17,800 population - the County seat and nerve center of most social welfare agencies. It shares the problems of the other areas, but has one problem which is getting larger by the day: the permanent settling of Puerto Rican farm workers who came not knowing the language and with very little job experience.

5. Kennett Square Area - Very affluent and aware area - starting point of the mushroom industry and misery. Many Puerto Ricans are working on the farms here and their children as well as themselves are not being assimilated into the society or schools.

6. Avon Grove - Oxford Areas - No real major industry located here. Most workers travel out of the area for employment. Oxford is a very sleepy - backward town very much influenced by its neighboring States of Delaware and Maryland.

7. Chester County is lacking an adequate system of mass transportation which could go a long way towards alleviating the lack of communication experienced by many counties. It is a real urban type of county just waiting for the right time to ripen. It is going to grow by leaps and bounds in the next decade. This growth will only increase the many localized problems we face today, unless someone does something to correct the faults we arrived at during our meetings concerning Youth and Children. Youth Values, The Home, and Education are going to further deteriorate if the prejudice and narrowmindedness and lack of understanding are not rectified.

Minority groups represent about 5 - 6% of the overall population.

MICHAEL J. CLARKSON,
Chairman, Chester County Committee

June 11, 1969

CHESTER COUNTY COMMITTEE ORGANIZATION
AND WORK ACCOMPLISHED

On July 25, 1968, Chester County held its first organizational meeting. Convened by Miss Anne M. Hines, a member of the State Committee on Children and Youth, it was attended by representatives from Harrisburg and from Bucks County, as well as Chester County. County problems were discussed and names were recommended for appointment of Chester County adult and youth co-chairmen.

By August 29, the date of the second meeting, the Reverend Amos C. Brown had accepted chairmanship of the Committee. Although it was suggested at that meeting that an adult co-chairman be chosen, no one was so chosen. Reverend Brown continued as Adult Chairman until his subsequent ill health forced him to resign in March, 1969.

On March 7, 1969, Mr. Michael Clarkson, Assistant Director of the Community Action Board of Chester County, agreed to serve as Chairman of the Chester County Committee.

Miss Elizabeth Coleman was chosen as Youth Co-Chairman and served in this capacity until her resignation in February 1969. At that time, Miss ElMarie McShea agreed to act as Youth Co-Chairman, assisted by Gregory King.

The Committee then formed three sub-committees, with adult and youth co-chairmen, as follows:

Education:	Youth Co-Chm.:	Rita McDougald and Diane Bowers
	Adult " " :	Rachel E. McDougald
Youth Values:	Youth Co-Chm.:	Gregory King
	Adult " :	Rev. William W. Spiegelholder
Home and Family:	Youth " :	Gaye Johnson
	Adult " :	Ida L. Foster

The youth responded immediately and enthusiastically and set about to form committees and hold meetings. Two sub-committees devised attitudinal questionnaires which they administered to groups of youth and adults. They graphed and summarized the results of their surveys, which are appended as part of this Report.

Fewer adults found it possible to attend meetings, but eventually participated as well. Those who did become involved had a good degree of participation. Discussion and recommendations include thoughts for continuing County action.

The Committee's report and recommendations follow.

CHESTER COUNTY COMMITTEE RECOMMENDATIONS

A. EDUCATION SUB-COMMITTEE

1. Teacher Training

It is felt that it would be beneficial, not only to the children of Chester County, but to the children of the whole State, if teachers were required to know more about the cultural backgrounds of the children whom they are teaching. This is especially true where the teacher is from a different background - culturally, racially, ethnically - than the pupils. Racist attitudes need to be eliminated from the classroom.

Too many teachers are bent on teaching subject matter by rote, and are not concerned with the development of individual thinking. Teachers need special courses on child development, the psychology of teenagers, and how to get the most out of a class.

It was suggested that "unnecessary frills", such as the requirement for the history of Pennsylvania be eliminated from teacher training.

RECOMMENDATION: That State requirements for teacher training should include sensitivity training, so that teachers may understand and have a respect for the different backgrounds from which their pupils may come. This is especially necessary in the case of white teachers teaching Black children, as racist attitudes too often permeate classrooms. The sensitivity training can be in the form of required courses given at State Teachers' Colleges, supplemented by local school systems through in-service training.

Teachers should also have courses on child development and the psychology of adolescents, so that they may understand their

pupils and see them as individuals.

It is further recommended that "unnecessary frills" be eliminated from teacher training, and that the time gained be used for more relevant training, such as that recommended above.

2. Guidance Counselors

The need is seen for better preparation of guidance counselors, including sensitivity training; and for more guidance counselors, so that the ratio of students to counselor can be reduced. Counselors have too many counselees to do an adequate job, and all attention is focused on those young people who are going on to college. Guidance counselors are needed at the elementary school level, so that children with problems can be helped before it is too late.

RECOMMENDATION: State requirements be changed and implemented: more guidance counselors per pupil ratio, with better preparation and sensitivity training. Guidance counselors should be made aware of up-to-date information regarding both college and job opportunities. There is need for more vocational guidance. Guidance counselors should also be assigned to elementary schools.

3. Pay Scale for Teachers and Guidance Counselors

It is felt that the salary scale for teachers and guidance counselors is so low that the schools cannot attract persons of the caliber that they need. Industry, business and government pay much higher salaries, and many teachers feel that they cannot afford to remain in the teaching profession. Teachers require a high degree of dedication and satisfaction with "psychic" income, above and beyond that which politicians and the general

public expect of themselves.

RECOMMENDATION: That the salaries of teachers and guidance counselors be raised in order to attract and keep those qualified to teach and to counsel. That the politicians and voting public be made aware of the necessity to support and pay for good education.

4. Policy-Making Participation

There needs to be representation of various groups on the policy-making level of educational organizations. This should include bi-racial representation, youth, and community persons. In student councils, where the majority vote rules, there should be some mechanism for proportional representation.

RECOMMENDATION: Proportional representation of races and minority groups, youth and community persons, at the policy-making level of educational organizations; proportional representation of minority groups in student councils.

5. Grievance Committees

There needs to be recourse for appeal from the autonomy of principals, superintendents and administrators. At times, a principal can be the "stumbling block" to progress, and thwart any attempts by students, parents, teachers, or community persons, to make needed changes.

RECOMMENDATION: In order to prevent the repression of teachers and/or the student body by the bad judgment of a single authority, whether it be vested in a principal, superintendent, or administration, it is recommended that a Grievance Committee or Liaison

Committee procedure be set up legislatively, and empowered to act. Such a Committee would be composed of a combination of school, community, parent and student representatives, and perhaps legal and social agencies, such as the NAACP and the Urban League.

The function of a Liaison Committee would be to open up channels of communication between students and the school, the community and the school, the community and the School Board, and so on. It would allow the voices of all to be heard, and could prevent a situation from becoming so serious as to jeopardize either education or fair play, i.e., it could prevent explosive situations by getting at the causes of them.

Such a Committee would not only have to have widespread representation in order to make it effective, but would also need to have authority and power. It would either have to be part of the Department of Public Instruction, or working harmoniously with it. It should have the power to make recommendations which could be enforced.

ANOTHER RECOMMENDATION: That the Department of Public Instruction have a forum, or congress, with youth representatives from every district, to get their recommendations. Giving students a chance to voice their opinions and to be listened to can alleviate tension and clear the air, as well as be helpful in keeping the Department of Public Instruction abreast of the thinking of youth today.

B. YOUTH VALUES SUB-COMMITTEE

1. Education and Communication

Much of the discussion of the Youth Values Sub-Committee was concerned with serious gaps in education and in communication. It

was felt that the older people had liked the way in which they were taught, but the young people objected to it.

a. Changes in Curriculum

A need was seen for basic changes in curriculum at the State level. Some of the subjects which need to be taught are: Negro history, sex education, and courses which are relevant to today and can help to prepare young people for life. Among suggested courses in the latter group, would be courses in problems which can be encountered in marriage, for both boys and girls, from the emotional problems of getting along together to how to keep house and how to make minor repairs around the house. Courses in today's living could cover a multitude of areas, and help young people to be more realistic and more effective when they graduate from school. Also, does it need to take so long to finish school? Let's get with the "jet age."

RECOMMENDATION: Basic changes in curriculum at the State level, to add relevance to what young people are being taught today, and to include but not be limited to: Negro history, sex education, and how to live the world today. Have acceleration in classes, to make it possible to finish in 2 or 3 years instead of 4. The Army demonstrated that with new teaching methods, this was possible.

b. Communication

We need to get people to talk to each other - to establish dialogue. Too many people are ignorant of too many situations, and act upon unrealistic assumptions. Because of lack of communication, a number of problems in the County are becoming worse: the race problem, racial discrimination in ways both overt and subtle; poor housing; lack of day care; lack of communication between

different ages and different races. There is no chance to communicate with the "establishment". The establishment thinks it is communicating with representative leaders, but often these are only self-appointed leaders, who do not have the welfare of the community at heart. The people with the problems - the consumers - need to be heard.

RECOMMENDATION: That lines of communication be opened up between the people who have the problems - the consumer, and those who have the power to solve these problems - the establishment. The "rank and file" needs to organize to get a consistent voice, so that they can get a consistent program. They need to elect to City Council those who will represent their interests. Machinery is needed to communicate youth values to the establishment.

2. Human Relations Council

An active Human Relations Council is needed. Prejudice in Chester County is subtle, and is covered over, but some committee members felt that there was more prejudice in Coatesville and in West Chester, for example, than there was in Virginia or Alabama. There is a double standard in law enforcement and in news reporting. A Black youth will get arrested by the police, whereas a white youth will be let off with a warning for doing the same thing. The newspapers announce the arresting and sending to the juvenile home of black youth by name and address, but do not so publicly identify white youth. The Police Department is corrupt.

RECOMMENDATION: That an active Human Relations Council be established and maintained, so that trouble between the races may be averted. It is also recommended that steps be taken to do away with the "double standard" of law enforcement and news reporting.

3. Racism

Racism is seen as a major problem in Chester County, especially in the areas of Coatesville and West Chester, [illegible] it is present in other areas as well. Racism is evident in schools, hospitals, restaurants and housing. Some forms of racism are a subtle "tokenism".

RECOMMENDATION: That a legal body be established or utilized [illegible] deal with racism and injustices. A device is needed to [illegible] complaints and get them to the Human Relations Council and then see that there is some action.

4. Lowering the voting age to 18.

Young people are better informed, more mature and responsible than ever before. Their voice needs to be heard, both on the boards of "the establishment" and at the polls. Young people who are old enough to die for their country, are old enough to vote for it.

RECOMMENDATION: That the voting age be lowered to 18.
NOTE: The results of the Youth Values Questionnaire have been reported separately and are appended.

C. THE FAMILY AND THE HOME SUB-COMMITTEE

The Sub-committee on the Family and the Home also submitted a questionnaire, which was answered by both youth and adults. It has also been reported separately, but a few of the items which were discussed may be mentioned here briefly.

1. Parental Influence

Results of the questionnaire showed that, contrary to the common belief that "experts" are taking over the role of molding

the character of the young, the home and the [illegible] vital influence. For example, the questions [illegible] of reading and other activities of parents show a reflecti[illegible] behavior on the part of young people.

RECOMMENDATION: That the importance of the role [illegible] not be minimized or negated by so-called "experts", and that [illegible] parent be an important part of planning for and working with children in Chester County.

2. Malnutrition in Chester County

Although many of the adults and youth who answered the questionnaire stated that they had nutritionally imbalanced snacks, malnutrition was not a problem for those replying. Nonetheless, malnutrition, which can affect the mental development of children, is a serious problem in Chester County, as shown by hospital records, relief rolls, and even is encountered among those who have the funds to buy sufficient food. Education appears to be the answer in part, and higher income.

RECOMMENDATION: That funds be established to re-activate the Agricultural Extension Program, so that poor familie[illegible] reached and shown how to prepare relief foods and how best to obtain a nutritionally balanced diet. Puerto Ricans and other ethnic groups which are unfamiliar with American foods need help in learning to identify and prepare them. Courses in school on nutrition, home economics and home management are helpful.

An income which is adequate to provide good food is imperative. Employment, guaranteed minimum wage, guaranteed annual income, and standards of relief up to 100%, are all ways of assuring income.

There is a need for agencies to help neglected [illegible] children. Existing agencies should be strengthened [illegible].

3. Family Life Education

There was some discussion of the "generation [illegible]" [illegible] children and parents; adults felt that youth had been given too much and youth felt that adults had not done enough. Money is not a paramount value to youth, but this is perhaps true because it has not been a problem to them. When they become responsible for their own finances, they will develop more respect for money.

Altercations between parents, no matter how minute, affect their children and can be frightening to them. It is healthy to know that there can be differences of opinion, but out-and-out fighting is different. Also, young children should not be saddled with financial worries, which are too much for them.

RECOMMENDATION: That Family Life Education courses be established, which can help families to face problems and situations in family life as they arise.

RECOMMENDATION: That existing family-helping organizations be strengthened; and new ones established where they are lacking.

4. Peer Group Values

Friends are the center of the lives of youth, and it is peer group values which are especially important to young people.

RECOMMENDATION: That organizations created to help, serve and work with youth do this, and not deal only with themselves and their prestige.

UNANSWERED QUESTIONS:

How to contact Puerto Ricans and to help them to cope with

problems?

What to do about separation?

SPECIAL PROJECT FOR

SUB - COMMITTEE STUDY

Report on Youth Values (Chester County) Average age of youth surveyed: 15.8

I Pertaining to Marriage

1. Continuation of present marriage standards - a minority of youth suggested a "Free love" type of arrangement as an accepted moral standard.

2. More obtainable material on sex education (in class form).

II Pertaining to Abortion

1. A majority of youth are against legalized abortion but feel it should be available to victims of rape.

2. The minority of youth that agrees upon legalized abortion feels that it is not legalized "murder" of the unborn baby.

III Pertaining to Voting Age

An overshelming number of youth want the voting age lowered to 18 for more youth say in government.

IV Pertaining to the Draft

1. A majority of youth of the high I.Q. level favor an all-volunteer army.

2. The majority of lower I.Q. youth feel the draft is fair.

V Pertaining to Interracial Marriage & Dating

1. Many youthsfeel that interracial marriage should not be abolished.

2. The majority of white students quizzed feel that interracial dating should be left to the discretion of the people involved, but wouldn't date a person of the opposite race.

3. Black students are mainly in favor of Interracial dating.

VI Pertaining to Drugs

1. The majority of students are against the use of drugs and support stronger drug regulation.

2. The minority that are for drug use stated they use drugs to expand their minds, to get turned on "and just for kicks".

VII Pertaining to Middle Class Policy Standards

Many are against the Middle Class Standards because their purpose is deemed irrelevant.

VIII Pertaining to Black Power

1. The majority of whites are against it and feel it is a violent movement, whose purpose is riots and revolts.

2. Blacks feel it's a means for black betterment.

3. Many feel that racism will cause a civil war between white and black.

IX Pertaining to "White Backlash"

The majority of white and black students are against "white backlash".

X Pertaining to the Constitution

The majority of youth feel the constitution is fair to all.

XI Pertaining to God

Almost everyone feels God is not "dead" and believes in faith as a means of salvation.

XII Pertaining to Sex

1. The majority of high intelligent students quizzed did not believe in pre-maritial sex. (Note: the class used as a sample was predominantly female).

2. The majority of all youth questioned did not believe that the Pope's stand on contraceptives is valid.

3. A large minority of youth that believed in pre-maritial sex felt it was not immoral and was a means of self-expression for all involved (boy or girl).

4. "Special Comment" - survey shows that lower intelligent youth quizzed believed in premaritial sex while higher intelligent youth did not. This points out a need for Sex Education in school to make the facts available to everyone.

Recommendations:

1. More relevant courses in school re:
   a. Sex Education
   b. Negro History
   c. Courses that involve utilization of household products.
2. A volunteer army.
3. Dialogue groups for discussion between races.
4. Lower Voting Age to 18.
5. More say in public service distribution.

Gregory King
Chairman, Youth Values
Sub-Committee

QUESTIONNAIRE ON HUMAN VALUES - (Youth and Adult)

Social Values

1. Do you believe that the present concepts of marriage are obsolete? If so what system would you advise?

2. Do you think abortions should be legalized? If so why?

3. Do you believe that today's educational system should provide more than the three basics (reading, writing, arithmetics)? If so what new courses should be available to the student?

4. Do you think a person of 18 years of age should be allowed to vote?

5. Do you go along with the present draft laws into the armed service? If not what type of system would you like to go into effect?

6. Do you feel that interracial marriages should be abolished in the U.S.?

7. Do you believe that drugs in the United States should be sold without a prescription?

8. Do you believe that the drinking age should be lowered to 18?

9. Would you endorse a new law which stated that all persons who graduate from college are guaranteed a minimum salary?

10. Do you agree with the Pope's stand on contraceptives? If not why not? (Catholics)

11. Do you believe in the middle-class standards policy (get straight A's, go to college, get a good job, get married and have children.)

QUESTIONNAIRE ON HUMAN VALUES - (Youth Concept)

1. Do you feel that the generation gap is widening? If so why?

2. What are you feelings today toward the current black power movement? What does black power mean to you?

3. What are your feelings toward the white backlash movement? Are you for or against it?

4. What are your opinions on the current hippie movement? Do you think it will last?

5. Do you thing the recent college riots are legitament? If so why?

6. Do you think that racism will cause a civil war between the races? If so why?

7. Would you yourself participate in a inter-racial date? If not why?

8. Do you think the constitution should be rewritten? If so why?

9. Do you think the generation gap will cause a revolution between the adults and the angry youths of America?

10. Is God dead?

TALLY SHEET
FOR AVERAGE INTELLIGENT STUDENT

MALE - 12
FEMALE - 18
BLACKS - 4
WHITES - 26

Tenth grade H.H.

AVERAGE 15.8

Male — 12

Female — 18

YES

1.	11	19
2.	13	17
3.	15	
4.	24	6
5.	19	1
6.	13	
7.	3	7
8.	15	
9.	4	1
10.	11	1
11.	15	17

1.	20	16
2.	16	4
3.	5	
4.	11	
5.	6	
6.	14	1
7.	11	1
8.	13	17
9.	3	27
10.	4	2

Vsuite Army

Tenth grade

GRAPH of High INTELLIGENT

STUDENTS

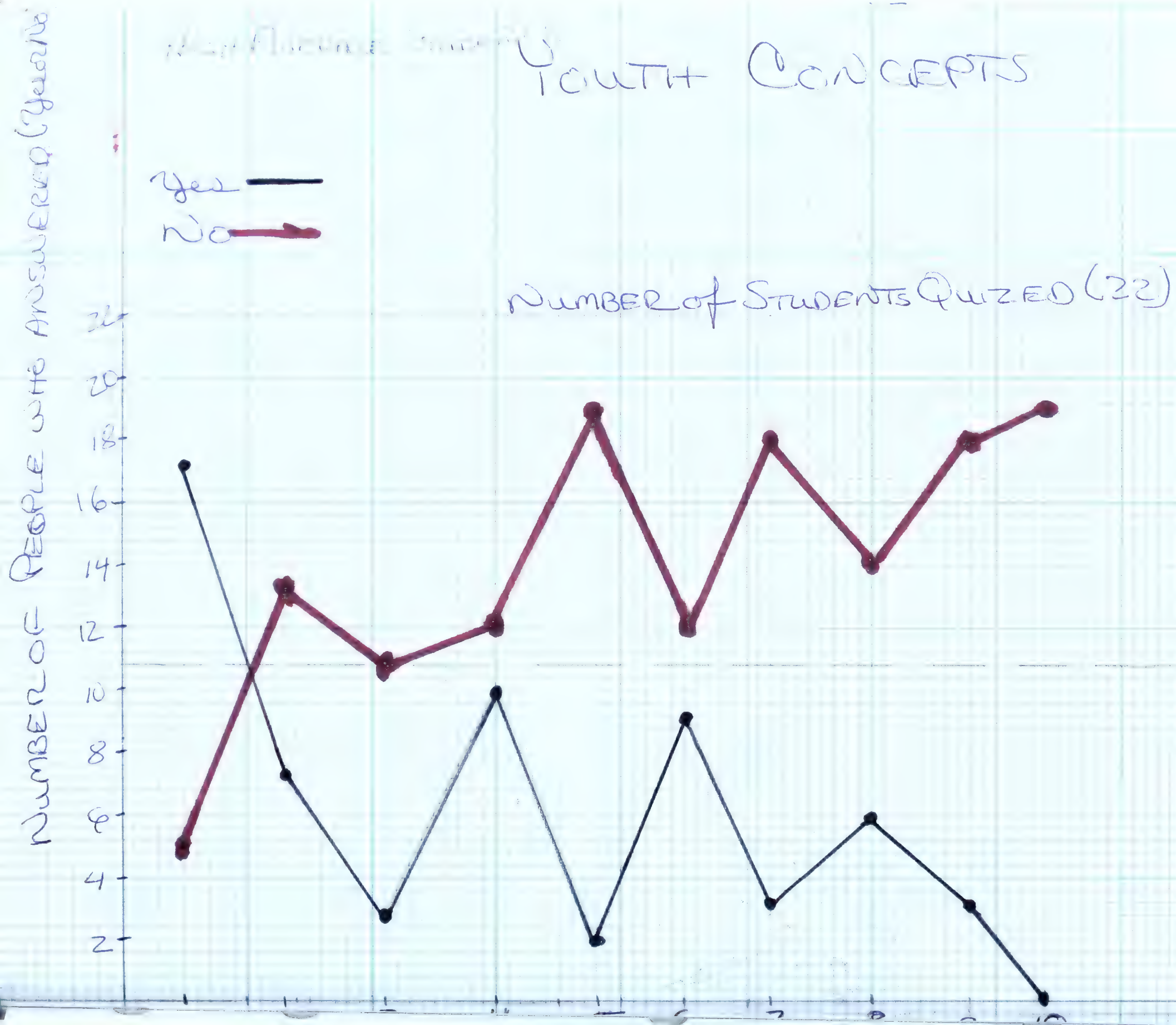
White - 21

Black - 1

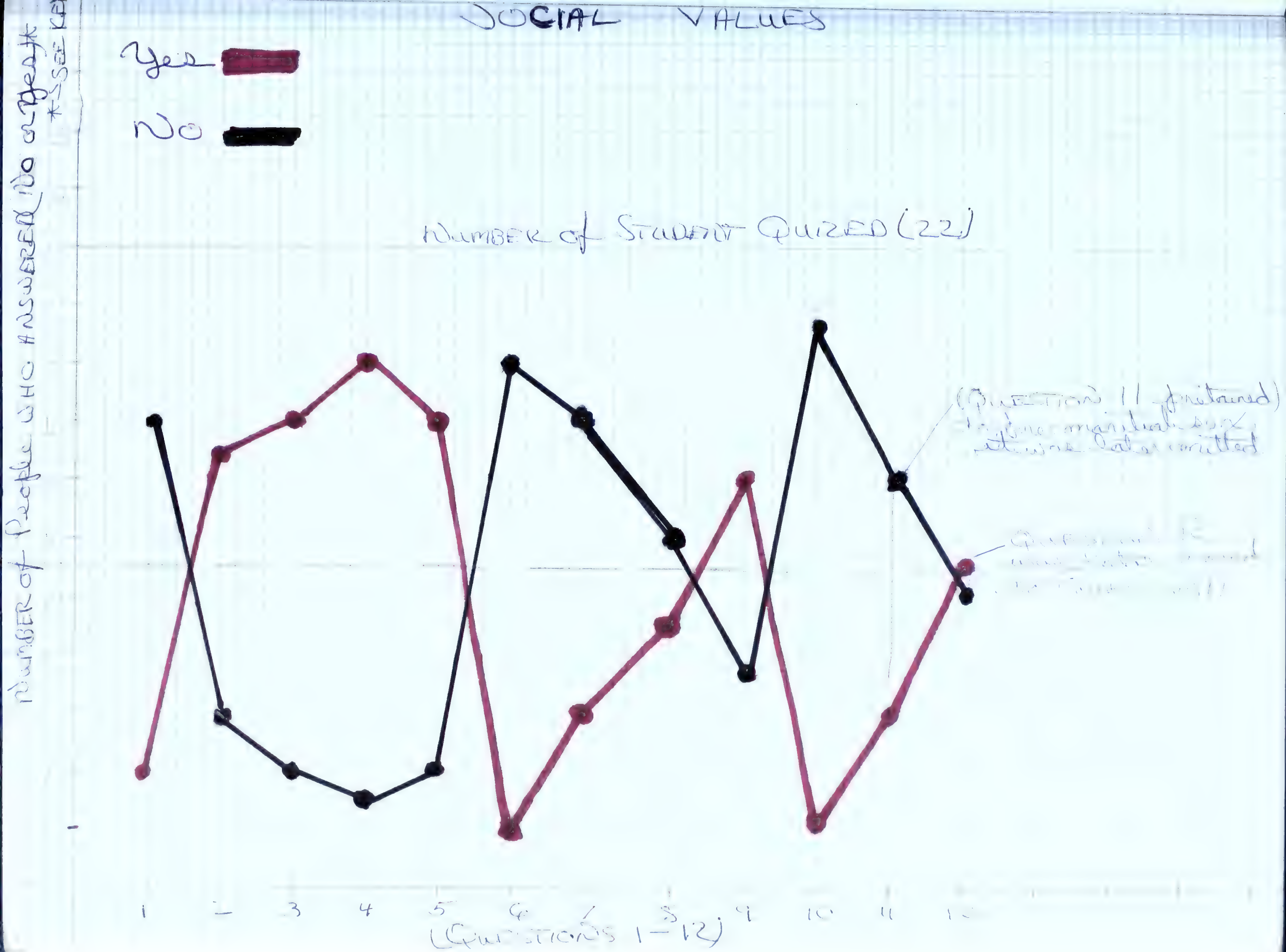
Boys - 9

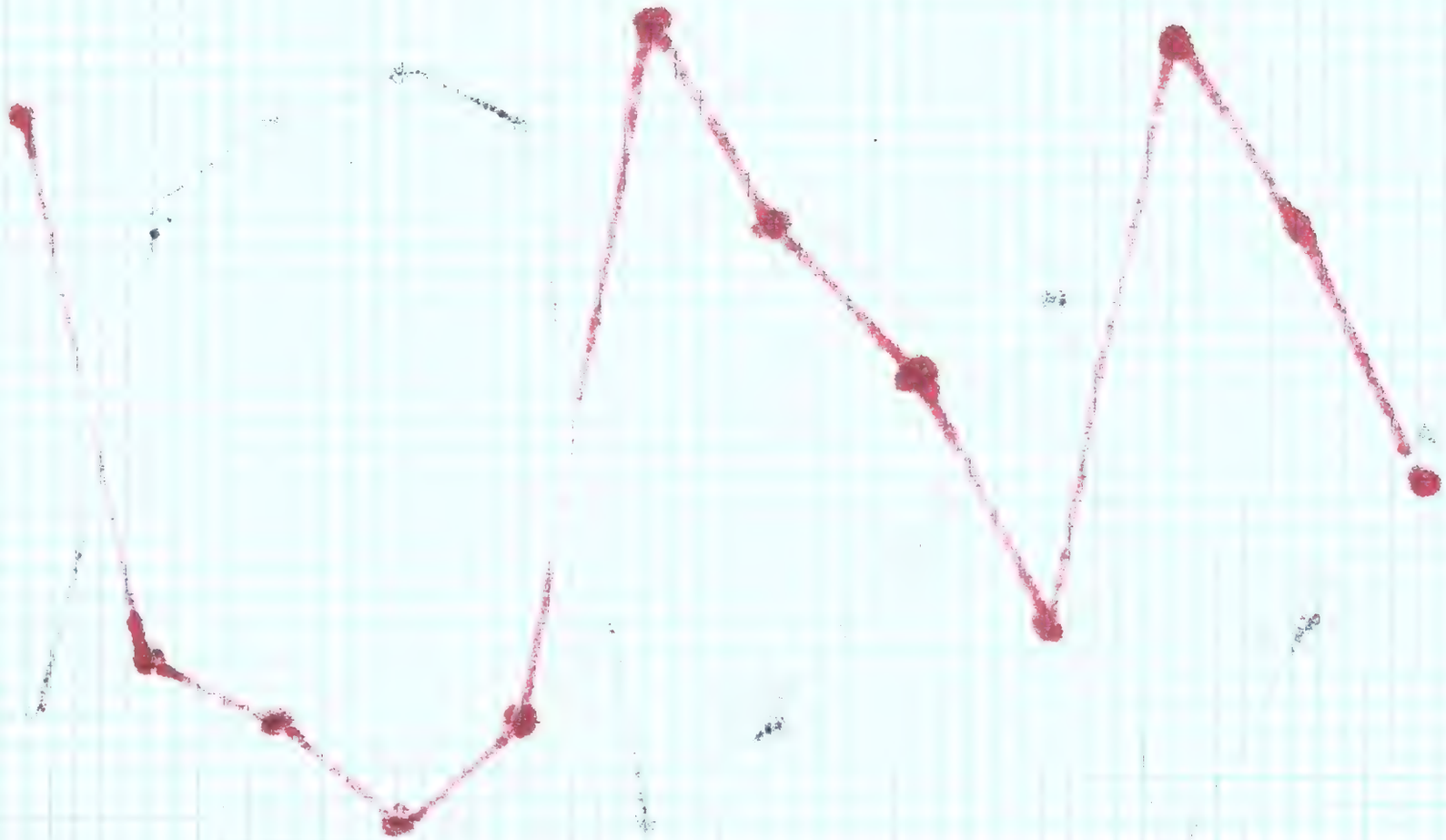
Girls - 13

YOUTH CONCEPTS



SOCIAL VALUES





Following is the Questionnaire devised and administered by the Sub-Committee on Family and the Home.

Conclusions reached are incorporated in a separate report, which will be forwarded independently.

QUESTIONNAIRE ON FAMILY AND THE HOME

DIRECTIONS

1. Some questions are more student oriented. If you are an adult, please refer to the time when you were a student.

2. You need not put your names on your papers. If you are an adult, put an 'A' in the upper right-hand corner. If you are a youth, use a 'Y'.

QUESTIONS

1. Many books are published each year. Approximately how many of these do you read each month?

2. Do you read newspapers almost every day?

3. Do your parents read (a) a great deal, (b) in moderation, (c) not at all?

4. I plan to seek (or have sought) (a) a high school diploma, (b) a college degree, (c) a Masters or other such degree, (d) a degree from an institution of higher learning other than a four year college.

5. One or both of my parents or guardians have sought (choices same as for #4)

6. Older brothers or sisters have sought (choices same as for #4). If no other brothers or sisters, please indicate.

7. How do you feel towards school?

8. My favorite teacher is (give a brief character sketch).

9. I prefer (type of music). My parents prefer (type of music).

10. I share a room, share a room with more than three, have my own room.

11. My immediate family has one or more (a) radios, (b) TV's, (c) phones, (d) phonographs, (e) cars, (f) any combination of these (please indicate).

12. I eat (a) one meal per day, (b) two meals per day, (c) three or more.

13. My in-between-meal snacks (a) are, (b) are not, nutritionally balanced.

14. What do find to be basically wrong with home life ?

15. Is there a Generation Gap? Is there one in your home?

16. What is the center of your life (home, school, church, etc.)?

17. If you could change your home life what would you change?

OVERVIEW AND FOLLOW-UP

A recurring theme in Chester County Committee and Sub-committee meetings was: What are the over-all needs of the County, and, how can we implement the findings of this report? For suggestions on these matters, we turned to Mr. H. Donald Burr, Executive Director of the Health and Welfare Council of Chester County. It is our feeling that continuing dialogue is necessary and that a knowledgeable county-wide organization, such as the Health and Welfare Council, can be most helpful in setting up such dialogue between groups of interested people and agencies. Mr. Burr reported as follows: "COMMUNITY RESOURCES

"Among the essentials in meeting needs of youth is the maximum and most efficient use of existing community services.

"An examination of the resources in Chester County which should be responsive to the needs of youth shows such services to be in reasonably good supply. There are recreation agencies, a public childrens' welfare agency, day care centers, counselling and mental health agencies, vocational training facilities and many others.

"It is felt by the committee that there are serious short-comings, however.

1. The generally rural nature of the County and very limited public transportation often mitigates against the effective use of agencies, many of which are located in West Chester, the County Seat.

2. The Health and Welfare Council reports on progress being made to improve the coordination of services and facilitation in locating the appropriate service. It is undoubtably true that segmentation of services severely limits their effective use and our recommendation is that every encouragement should be given to the Health and Welfare Council in implementing the program to coordinate services and in facilitating their use.

3. The County's response to new and better services is sometimes limited by the autonomous nature of the various local

governments. Some municipalities have the financial means to do a better job than others. Some communities are handicapped by limitation in leadership and/or facilities. Such problems could be partly resolved through inter-community cooperation or by assumption of County-wide responsibility.

4. The lack of representation of young people at the policy-making level in agencies and organizations, which purport to meet youth needs, diminishes the communities' ability to be responsive to youth. It is urged that greater representation of young people at a decision making level be implemented at once to assure responsiveness to the particular needs of youth.

5. Health education, designed to assist young people in facing up to such pertinent problems as alcoholism, smoking, drug addiction, sex etc., rarely satisfies the urgent need to accomplish its purpose. More involvement of youth in planning content of programs, disemination of information and in presentation of needs is necessary."

We thank Mr. Burr for making this supplementary report and for his interest and participation in county meetings. He may be sure that we will be drawing on the Health and Welfare Council in the months ahead.

GOVENOR'S COUNCIL FOR HUMAN SERVICES
COMMITTEE ON CHILDREN AND YOUTH
REGION I
CHESTER COUNTY

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iss Linda Jean Bishop	1322 E. Lincoln Highway, Coatesville 19320	384-8253
iss Diane Bowers	64 Mary Street, Coatesville 19320	384-5739
r. George Bratcher	Chester Co. Court House, West Chester 19380	
ev. Amos C. Brown	912 Lincoln Ave, West Chester 19380	692-5518
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r. Richard Bruno	607 E. Chestnut Street, Coatesville 19320	384-3836
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r. Theodore Butcher	Asst Dir., Neighborhood Youth Corps 218 W. Bittle Street, West Chester 19380	692-3589
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r. Rufus Caleb	359 Mt. Plsnt Street, Coatesville 19320	384-3381
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r. Larry Clegg	110 N. 9th Ave, Coatesville 19320	384-0865
iss Elizabeth Coleman	583 Coates Street, Coatesville 19320	384-9104
r. John Eunanicu	Chief, Juvenile Probation Officer, Chester Co. Court House, West Chester 19380	696-9100
r. J. Carl Empie	Co. Commissioner - West Chester	
iss Jean Filorono	34 S. 8th Ave, Coatesville 19320	384-1107

r. Jerome Fortune	718 Merchant Street, Coatesville 19320	384-7424
rs. Ida L. Foster	314 Harry Road, Coatesville Heights 19320	384-7960
iss Melanie George	1260 Estate Drive, West Chester 19380	692-3669
r. John Gibney, Jr.	1594 Valley Road, Coatesville 19320	384-7812
rs. Elizabeth Gibson	765 W. Main Street, Parkesburg, 19365	857-3721
r. Alan Gold	509 Acorn Street, Coatesville 19320	384-6058
iss Donna Goulb	1154 Silven Road, West Chester 19380	696-8986
r. Herbert Green	410 Glendale Ave, Coatesville 19380	384-8004
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iss Jeanie & Cindy Hawkins	129 Magnolia Street, West Chester 19380	696-7192
iss Anne M. Hines	VA Hospital, Coatesville 19320	384-7711 ext. 570
r. Irvin Hoffman	Nat'l Bank of Chester Co. & Trust Co. 17 N. High Street, West Chester 19380	696-7901
rs. Janice B. Houser	6 Oak Circle, West Chester 19380	696-0294
r. & Mrs. P. Custis Howard	520 Cedar, Coatesville 19320	384-1540
r. Margus Junkur	815 Roslyn Ave, West Chester 19380	692-5424
r. Robert E. Johns	1515 E. Lincoln Highway, Coatesville 19320	384-8100
r. George Johnson and Miss Gaye Johnson	130 E. Union Street, West Chester 193 80	696-2587
Mr. James B. Johnson	637 Merchant Street, Coatesville, 19320	384-1265
Miss Karen Jump	31 Reeseville Road, Coatesville 19320	384-0339
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Miss Rita A. McDougal	103 Gibons Ave, Coatesville 19320	384-1212
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Miss Alfreida Kenny	20 Frame Ave, Malvern 19355 (Student, Syracuse Univ.)	647-1577
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Mr. James Moyer	16 & Sterling Street, Coatesville 19320	384-9588
Miss Jill Musika	Box 1, Thorndale 19372	384-5902
Miss Lynn Orfe	20 Waterview Rd., Waterview Farms, West Chester/ 19380	692-4752
Mr. Walter O'Har	336 Charles Street, Coatesville 19320	384-3621
Mr. Archie Perry	823 Merchant Street, Coatesville 19320	384-4642
Mrs. Kay Pfeifer	Red Lion N. Brook Rd., Kenneth Square 19348	347-2344
Mr. Don Pitt	Director, Special Services, F & M Building 5th Floor, High & Market Sts., West Chester 19380	
Miss Anne & Audrey Powell	Modena Road & Prospect Avenue, Coatesville 19320	384-5716
Mrs. Sara Virginia Ramsey	435 Breckenridge Street, Phoenixville	933-0201
Mrs. Jean H. Richards	1212 Oak Street, Coatesville 19320	384-8055
Mr. William Rolfe	130 Price Street, West Chester 19380	696-3677
Miss Cathleen Sollars	648 Old Lincoln Highway, Coatesville 19320	384-3099
Mr. W. Robert Scott	709 Center, Stenning Hills, Kenneth Square 19348	
Miss Vernet Spence	514 S. Franklin Street, West Chester 19380	696-2127
Rev, Wm. W. Spiegelholder	310 E. Chestnut Street, Coatesville 19320	384-5828

Mr. Jack Sims, Jr.	(Sep - May) 215 Yarnall Hall, Cheyney State College Cheyney 19319 (May - Sep) 385 Harry Road, Coatesville 19320	384-8339
Mr. James E. Sullivan and Mr. Mark Sullivan	2175 West Chester Rd., Coatesville 19320	384-8939
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Mr. Tyrone Taylor	770 Chestnut Street, Coatesville 19320	384-4004
Mr. Louis Teti	728 E. Main Street, Coatesville 19320	384-3565
Mr. Alfred Tucker	Exec. Dir., Community Action Board of Chester Co. 11 S. Church Street, West Chester 19380	696-5335
Mr. John L. Valentine	72 Old Lincoln Highway, Malvern	NI4-8364
Mr. James E. Watson, Jr.	South Lloyd Ave, Downingtown, 19335	269-4312
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COUNTY COMMISSIONERS:

Mr. J. Carl Empie, See page 1.

Theodore S.A. Rubino, Chairman
Chester County Court House
High and Main Streets
West Chester, Pa. 19380

Mr. Louis F. Waldmann
Chester County Court House
High and Main Streets
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STATE COMMITTEE MEMBER:

Miss Anne M. Hines
Assistant Chief Social Work Service
Veterans Administration Hospital
Coatesville, Pa. 19320

THE CHESTER COUNTY HOMES COMMITTEE

REPORT

CONCLUSIONS FROM CHESTER COUNTY HOME COMMITTEE QUESTIONNAIRE

Conclusions:

1. Through question #1 and #3, it was discovered that the amount of reading undertaken by youth corresponded closely to the amount of reading undertaken by adults. In other words, what parents do directly affects their children.

2. In questions #4, #5, and #6, it was seen that children tended to pursue a more advanced education than their parents. This may be largely due to parental exhortation. Again, we see the direct effect of parents.

3. Question #7, "How do you feel towards school?", revealed the reasons for so-called "good" and "bad" children. For Instance:

   Positive

   "Without it, no one could get anywhere..."

   "...a tool for learning and achievement--socially and financially."

   "I like it as a whole. I am disappointed by the fact that we can't learn without the pressure of testing, marks, etc."

   "OK but overcrowded..."

   "I like classes where we learn something, and there are few!"

   "...a challenge..."

   Negative

   "It keeps me out of trouble."

   "Too many tests, not enough learning..."

   "Too much homework..."

   "A necessary evil."

4. Question #8 typified a favorite teacher as understanding, clever, and very aware of the youth scene.

5. Parents' musical tastes did not greatly affect their teen's preference, according to query #9.

6. Pulling together questions #10-13, we unearth the following observations:

   A. The objects which families possessed had an undefined effect on people. To illustrate, those having all things listed in #11 seemed to read more, like school better, seek higher education. Nutrition was not a problem in this area, and it did not affect education.

B. Sleeping conditions rarely affected activities, because of all those surveyed, there were only one or two reports of more than three to a room.

7. We received varied answers as to the problems with home life.

a. "Fine when interests are shared."

b. "Everyone is so busy..."

c. "Parents are too inquisitive."

d. "Basically no togetherness as a family."

e. "Not enough freedom."

f. "Conflict of interests."

The preceding comments were frequently repeated.

8. An equal number of adults said that there was a Generation Gap, and that one existed in their homes. Youth said that there was a gap, but more said that one existed in the home than said there was one. In other words, youth take more seriously the altercations occurring in the home between parents and children.

9. Most people interviewed said that their friends, NOT THEIR HOME, was the center of their lives. Who said the American family wasn't falling apart???

10. Most questioned would not change the physical structure of their homes, but would correct the way in which they relate to their families. Perhaps this is where sensitivity training could play a big role.

What preceded was a brief summary of the problems we face. I made no attempt to solve them, as I feel that solutions are better fabricated by larger groups in discussions.

Sincerely,

GAYE B. JOHNSON
Chairman

QUESTIONNAIRE ON FAMILY AND THE HOME

DIRECTIONS

1. Some questions are more student oriented. If you are an adult, please refer to the time when you were a student.

2. You need not put your names on your papers. If you are an adult, put an 'A' in the upper right-hand corner. If you are a youth, use a 'Y'.

QUESTIONS

1. Many books are published each year. Approximately how many of these do you read each month?

2. Do you read newspapers almost every day?

3. Do your parents read (a) a great deal, (b) in moderation, (c) not at all?

4. I plan to seek (or have sought) (a) a high school diploma, (b) a college degree, (c) a Masters or other such degree, (d) a degree from an institution of higher learning other than a four year college.

5. One or both of my parents or guardians have sought (choices same as for #4)

6. Older brothers or sisters have sought (choices same as for #4). If no other brothers or sisters, please indicate.

7. How do you feel towards school?

8. My favorite teacher is (give a brief character sketch).

9. I prefer (type of music). My parents prefer (type of music).

10. I share a room, share a room with more than three, have my own room.

11. My immediate family has one or more (a) radios, (b) TV's, (c) phones, (d) phonographs, (e) cars, (f) any combination of these (please indicate).

12. I eat (a) one meal per day, (b) two meals per day, (c) three or more.

13. My in-between-meal snacks (a) are, (b) are not, nutritionally balanced.

14. What do find to be basically wrong with home life ?

15. Is there a Generation Gap? Is there one in your home?

16. What is the center of your life (home, school, church, etc.)?

17. If you could change your home life what would you change?

The Chester County Homes Committee

Active Committee Members:

1. Mrs. Ida Foster
   314 Harry Road
   Coatesville Heights
   Coatesville, Pa. 19320

2. Mrs. Jean Richards
   1212 Oak St.
   Coatesville, Pa. 19320

3. Miss Vernet Spence
   514 S. Franklin St.
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4. Mr. Stephen Brotschul
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   1060 Wilmington Pike
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5. Miss Gaye Johnson
   Co-chairman
   130 E. Union St.
   West Chester, Pa. 19380

A recurring theme in Chester County Committee and sub-committee meetings was: What are the over-all needs of the County, and, how can we implement the findings of this report? For suggestions on these matters, we turned to Mr. H. Donald Burr, Executive Director of the Health and Welfare Council of Chester County. It is our feeling that continuing dialogue is necessary and that a knowledgeable county-wide organization, such as the Health and Welfare Council, can be most helpful in setting up such dialogue between groups of interested people and agencies. Mr. Burr reported as follows: "COMMUNITY RESOURCES

"Among the essentials in meeting needs of youth is the maximum and most efficient use of existing community services.

"An examination of the resources in Chester County which should be responsive to the needs of youth shows such services to be in reasonably good supply. There are recreation agencies, a public childrens' welfare agency, day care centers, counselling and mental health agencies, vocational training facilities and many others.

"It is felt by the committee that there are serious short-comings, however.

1. The generally rural nature of the County and very limited public transportation often mitigates against the effective use of agencies, many of which are located in West Chester, the County Seat.

2. The Health and Welfare Council reports on progress being made to improve the coordination of services and facilitation in locating the appropriate service. It is undoubtably true that segmentation of services severely limits their effective use and our recommendation is that every encouragement should be given to the Health and Welfare Council in implementing the program to coordinate services and in facilitating their use.

3. The County's response to new and better services is sometimes limited by the autonomous nature of the various local

governments. Some municipalities have the financial means to do a better job than others. Some communities are handicapped by limitation in leadership and/or facilities. Such problems could be partly resolved through inter-community cooperation or by assumption of County-wide responsibility.

4. The lack of representation of young people at the policy-making level in agencies and organizations, which support to meet youth needs, diminishes the communities' ability to be responsive to youth. It is urged that greater representation of young people at a decision making level be implemented at once to assure responsiveness to the particular needs of youth.

5. Health education, designed to assist young people in facing up to such pertinent problems as alcoholism, smoking, drug addiction, sex etc., rarely satisfies the urgent need to accomplish its purpose. More involvement of youth in planning content of programs, disemination of information and in presentation of needs is necessary."

We thank Mr. Burr for making this supplementary report and for his interest and participation in county meetings. He may be sure that we will be drawing on the Health and Welfare Council in the months ahead.

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Clarion

The Dignity and Worth of the Individual

Living in a Technologically Advanced, Rapidly Changing Society

A REPORT OF THE

Clarion County Committee on Children and Youth

TO THE

Citizens of Clarion County

AND TO THE

Governor's Council for Human Services

Committee on Children and Youth

IN PREPARATION FOR

The 1970 White House Conference on Children and Youth

"Clarion County is doing what we hope every county in the country will do for the 1970 White House Conference on Children and Youth."

Murrell P. Morris
Special Assistant to the Director
1970 White House Conference on
Children and Youth

PLEDGE TO CHILDREN

To you, our children, who hold within you our most cherished hopes, we, the members of the Midcentury White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and in others.

We will recognize your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.

We will help you develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship, so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will provide you with all opportunities possible to develop your own faith in God.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will work to rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities, so that you may develop your talents and contribute to a better world.

We will protect you against exploitation and undue hazards and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice, and mutual respect.

So may you grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.

Endorsed by the Delegates of the 1950 White House Conference on Children and Youth

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INTRODUCTION

Each decade of the twentieth century, the President of the United States has called a White House Conference on Children and Youth. The seventh such conference will be held in 1970. The President has called upon the Governors of the 50 states, Puerto Rico, Guam, the Virgin Islands, and America Samoa, and the President of the Board of Commissioners of the District of Columbia to support this conference and to appoint a committee to plan for that State's participation in the Conference.

Governor Shafer has directed that Pennsylvania's participation for the Conference be coordinated by the Council for Human Services, Committee on Children and Youth, a sixty-member committee chaired by Max Rosen, Esquire.

Under the direction of this Committee, each of the 67 counties are asked to establish a County Committee on Children and Youth to study the unmet needs of children and youth and to prepare recommendations for programs of action or other appropriate procedures for meeting these needs. Chairman of the Council for Human Services, Arthur F. Sampson, appointed an adult co-chairman and a youth co-chairman in each county. Dr. John McLain was appointed as adult co-chairman and Miss Penny Mellon was appointed youth co-chairman. Membership to the Clarion County Committee on Children and Youth was open to anyone who wanted to participate. (For a list of participants see the Appendix of this report.)

To implement this massive, grass-roots effort Pennsylvania has been divided into six regions, each with a Regional Chairman of the State

Committee on Children and Youth and a Regional Coordinator, employed full-time, to work with the Regional Chairman and the county committees. Mr. Richard Heasley is the Chairman for Region VI, of which Clarion County is a part, and Mr. R. Michael Lander is the Regional Coordinator.

Other counties in Region VI include Cameron, Clearfield, Crawford, Elk, Erie, Forest, Jefferson, Lawerence, McKean, Mercer, Potter, Venango and Warren. A regional report, a composite of these fourteen counties, will be submitted as a part of the state report to the President of the United States and the National Committee for the White House Conference on Children and Youth.

This report is an attempt to reflect the thinking of adults and youth of Clarion County in such a way as tp put forth a set of recommendations as goals for achievement by the people of the county.

The basic recommendations were prepared by a subcommittee on each of the three major areas of concern designated by the State Committee on Children and Youth - Home, Education and Youth Values. The recommendations of each sub-committee were submitted to the general Clarion County Committee on Children and Youth. The recommendations, as they appear in this report, were approved by the general committee on Monday, May 5, 1969, and were presented to the Clarion County Youth Conference, an open meeting, on Saturday, May 17, 1969.

It should be pointed out that not all persons participating on the Committee agreed with all the recommendations. Not all of those who are listed as having participated as members of the Clarion County Committee on Children and Youth were present at the time the recommendations were

given final approval. There was substantial agreement, considerably more than majority, on all recommendations and most of them received unanimous approval. Those who did participate regularly in the weekly sessions held by each subcommittee and the general meetings, all of which were held in Clarion, were predominately from the Clarion vicinity rather than from the total county. The meetings were open to people from all the county, and participants did represent several communities besides Clarion but not to the extent as those from the immediate vicinity.

The recommendations in this report, therefore, represent the thinking of a group of adults and youth who have given the issues rather careful consideration, but they may or may not represent the thinking of the majority of the people of Clarion County.

The many meetings held over a period of several months continuously demonstrated the earnestness with which youth face the social problems of today. In the early sessions held by the Clarion County Committee on Children and Youth, the youth and adults met separately so the youth would not be inhibited by the presence of adults. At the first separated session, the topic of discussion was "youth values." The adults selected the issues they thought the youth were most likely to select first - premarital sex and drinking at age 18. When the adults and youth convened, later in the evening, in a joint session to compare ideas, it was learned that the first issue of concern selected by the youth members was "the democratic process."

At the next separated session the youth conducted a very heated discussion over the issue of voting age. The older youth held firmly

to the idea that the voting age should be 18. Some of the younger youth held just as firmly to the idea that the voting age should remain at 21. After the meeting, a twelve year old was asked how she felt about the "rough treatment" she had gotten in the argument by some of the older boys.

"Oh, that's all right," she responded, "The trouble is that those eighteen year olds are right in between the two generation gaps."

After a few sessions with youth and adults separate, it was decided that the way to face the issues was to share ideas among youth and adults so all subsequent committee and subcommittee meetings were held together, with both youth and adults.

Three other approaches were used in assessing ideas, opinions and recommendations of the people of Clarion County. Ten of the most controversial recommendations were presented by teams of high school youth of Clarion Area High School to a Problems of Democracy class in each of the other high schools in Clarion County for discussion. A composite reaction of the students, mostly seniors is contained in this report. A majority opinion supported the recommendations of the committee. A committee of Clarion State College graduate students conducted a study of youth opinions about social values as a part of their course assignment in Introduction to Research, under the direction of Dr. Richard Romoser. Statistically sound sampling procedures were used so the findings would reflect the opinions of Clarion County youth. The findings are presented in this report.

As a climax to this preparation for the 1970 White House Conference on Children and Youth, A Youth Conference was held May 17, 1969, to present the recommendations of the Committee and the findings of the

Survey Team. The keynote speaker was Dr. Murrell Morriss, Assistant Executive Director of the 1970 White House Conference on Children and Youth. A summary of his report on the plans of the White House Conference and the other activities of the Youth Conference are also presented in this report.

The Committee finished its assigned task thoroughly convinced that the dialogue that had taken place was helpful and constructive, and that the Clarion County Committee on Children and Youth should become a permanent operation - as a body of youth and adults to think about the needs and to speak for the children and youth of Clarion County.

LIVING IN A CHANGING SOCIETY

Young people today reach adulthood in a period of very rapid change and uncertainty. Margaret Mead points out that:

> American children are growing up within the most rapidly changing culture of which we have any record in the world, within a culture where for generations, each generation's experience has differed sharply from the last, and in which the experience of the youngest child in a large family will be extraordinarily different from that of the first born. Mothers cannot look back to the experience of their mothers, or even to that of their older sisters; young husbands and fathers have no guides to the behavior which they are assuming today. So long standing and so rapid have been these processes of change that expectation of change and anxiety about change have been built into our character as people.

This change began about two hundred years ago, in the 1760's when the spinning jenny and the steam engine appeared. The rate of change has continued to increase, with the most phenominal changes taking place since scientific research and development was speeded up by the launching of Sputnik in 1957.

Economic security and installment buying has led to early gratification of goals which were heretofore considered life-long hopes - a new car, a house, and all kinds of items considered luxuries only a few years ago. The shift from long-range goals to the "here and now" goals has also had its impact on attitude toward sex and its early gratification; and on conformity; or lack of conformity, to patterns of behavior that have no immediate rewards.

The concept that what a person thinks and how he behaves is greatly influenced by his life's experiences is widely accepted. To the extent

this is true, the more rapid the environmental change, the greater is the difference in experiences between a parent and his child, and therefore the greater will be the differences in their values and behavior. If this is the "generation gap," then the gap is ever-widening as the rate of change continues to increase. There is no "bridging the gap" in the sense of bringing the experiences closer together. Rather, the bridge will be in understanding and accepting the change, and finding enduring values.

In attempting to look at the broad implications of these universal problems, but particularly as they relate to living in Clarion County, the Committee has focused on three major areas of concern, those selected by the State Committee for study - home, education, and youth values.

HOME

The family is recognized as the basic unit of American society responsible for the child's care and guidance when he is completely then partially dependent upon others. In recognition of this responsibility, the family has been strengthened by tradition and law. As the basic unit of our society, the home has primary responsibility for developing values, initiative, and self-discipline in children, and each person is uniquely affected by the milieu in which he grows and develops.

Although there is no basic research that defines the successful family, it is generally thought of as one in which each member has a feeling of closeness and responsibility for the conduct and development of all. Parents are true leaders who inspire their children and give them a feeling of strength, love and security. They agree on child-rearing methods and share authority. They establish definite norms of conduct and hold realistic expectations of their children.

The home is recognized basically as belonging to the whole family but where privacy is respected. It is shared, each using it for his own purposes, with a balance between peer and joint family activities. Important decisions are made by all and children are given ever-increasing responsibilities. The mother or a truly adequate substitute is home to comfort the child in tears, to laugh at his jokes, to listen to his growing wonder at new insights, to cuddle him when he needs affection, to share his every emotion and to provide balance and a sense of proportion to his views.

In the days of the "extended family," when relatives were more important and grandparents lived in the home, there were more laps for children to sit on. In present day, the family of husband, wife and children is now trying to be self-sufficient and each decade brings changes to family life. Today brides and grooms are younger, many wives work, people are more mobile and often live far from family and friends; young families may have inadequate incomes; many homes are broken by divorce, absence or disability of a parent; more babies are born out of wedlock, and delinquency is rising. With the rising status of woman and her increased responsibilities outside the home, the terminability of marriage by divorce, and frequent geographic movement, the long-accepted definitions of the masculine and feminine roles are altering and people are having difficulty in discovering their new roles.

Parents tend to do to their children what their parents did to them. What is needed, instead, is to become aware of the changes in our society that have major impact on home life and create new family living patterns, to improve communication in the family, and to help people to give and to receive love and to be generous to each other.

An enduring value that will give guidance in facing these perplexing problems is the belief in the worth of the individual personality, a conviction of the primacy of human dignity which begins at birth.

EDUCATION

When the way of living remains relatively constant in a society, children can learn how to live and how to make a living from their parents and little formal education is needed. A farmer's son, for example, can learn all he needs to know about farming from his father if the way of farming does not change. If new ways of farming are being developed, however, ways must also be developed to disseminate this new knowledge. (Providing new information about using farm machinery was an important function of the high school after World War I.) If the way a child will live or will make a living is radically different from his parents', he must learn much from other sources. The public school has been designed to provide formally the education that members of society need but do not acquire through the informal learning environment of society. Hence the more technologically advanced a society becomes, the more literate and skilled the manpower must become. The more rapid the change, the more difficult it becomes for society to pass this knowledge and skill on to the next generation informally and the more dependent society becomes on formal education (school). There has been a growing need, therefore, to educate formally more and more of the American population. It is becoming apparent that the way of living is changing so rapidly and that manpower demands are so great that all of society from now on is going to need at least a high school level of education.

In a slowly changing society, one generation (parents, teachers) can teach the children the solutions to problems they are likely to face when they grow up. The teaching technique which is appropriate to such a situation is to have the children learn the solutions to the problems. Such techniques have permeated our formal education of the past. In a rapidly changing society, such as ours today, one generation cannot even predict the problems that will be faced by the next generation, much less the solutions to problems. The most appropriate teaching technique in this situation is to help the children learn how to solve problems rather than to memorize solutions to problems of the past.

The best way to have knowledge "at one's fingertips" when he needed it in the past was to store it in his own mind because there were few other ways to store knowledge and have it available when needed. The school, therefore, selected what was considered the most important body of knowledge for all to have available and had each learner memorize it. Today, however, there is an "explosion of knowledge" with so much being discovered and developed that no individual could begin to learn all that is important to know, and there is no way to predict which knowledge each individual will need in the future. New methods of storing and retrieving information are being developed which is making all knowledge virtually at one's fingertips if he knows how to retrieve it. The most appropriate teaching technique in this situation is to help children develop the ability to use retrieval systems rather than to have them rotely memorize facts.

Historically our society has needed a major work force of common and semiskilled laborers who would work hard, do what they were told, and not ask too many questions. Schools conditioned children for this role in life by having them sit still, keep quiet, do what they were told, and keep busy. Machines are rapidly displacing the common and semiskilled workers. Man's role in the future is likely to be working with machines using his thinking capacity to make decisions about the operation of the machine rather than doing repetitive, nonthinking tasks in competition with machines. The appropriate teaching technique in this situation, then, is to help children learn how to think, how to analyze situations, how to make decisions.

In a simple, relatively unchanging life a person can become oriented to his environment and understand his relationship to that environment rather easily. The school, in achieving its other goals, taught the basic facts and important bodies of knowledge but left the generalizations and applications of this knowledge in real life situations to the learner himself. In a complex, rapidly changing environment it is difficult for a person to understand his own role or responsibility in that environment or to see the relationship between segmented bodies of knowledge and their application in life. This can lead to frustration and even to chaos, whereas a good understanding of basic principles and their relationships helps one to develop broad generalizations, to see more order and direction to change, and to understand better his own role in that environment. (For example, it is hoped that this analysis of the role of the school and its relationship to a changing society helps clarify why the school has developed as it did in the past, the kinds of changes that it will need to make in the future and how these changes are related to the individual's role in his environment.) The appropriate role of the school in this situation, then, is to teach the student basic principles and their interrelationships and help him make broad generalizations to see more clearly his own environment and how he relates to that environment.

All living things must adapt to change or die if the changes exceed their tolerance levels. So must our society. The public school is society's formal institution to help people understand and adapt to their environment, who in turn, as a society of people, make the needed social changes. If our society is to survive the school must find a way to help our children and youth to acquire the basic skills and knowledge that is essential to understanding basic principles and their interrelationships, then help them make and understand broad generalizations which they can relate and apply to their own needs and to their own environment in the process of solving problems, using appropriate (retrieved) knowledge and analyses as a basis for drawing conclusions and making decisions.

YOUTH VALUES

This nation was founded with the idea that a society can develop a government and an enterprise system that will give rise to and recognition of the dignity and worth of each individual. This lofty goal has not yet been achieved. Great strides have been made, however, toward the possibility of freeing man from want and fear, and of bringing human dignity to all mankind. Paradoxically, the very possibility of such an achievement in itself brings a great threat to that possibility.

The United States has become a great industrial empire. Scientific discovery, technological development, and imaginative enterprise have brought forth a productive system with the ability to create goods and services in ever-increasing quantities with ever-decreasing amounts of human labor. This system now has the capacity to produce sufficient quantities of food, clothing, shelter, and other essentials to meet the needs of all Americans.

In the past, millions of workers have given their blood, their sweat, and their tears, and lived in deprivation, in the process of building this industrial empire. They accepted their fate because the capacity to produce was not great enough to provide for all. But now it is.

The knowledge that we have the power to produce enough for all, while millions of Americans are still hungry, poorly housed, poorly clothed, and ill without proper medical care makes people restless. The hungry say, "We shall not starve." The cold say, "We must have adequate clothing and shelter." The Blacks say, "We have waited too long already. We can wait no longer. We, too, must share in this great productive wealth."

Most American adults have been conditioned to a lifetime of "good hard work." The home and the school conditioned them for this life, for that is how people survived; and that is how they built the machines that now can do that hard and tedious work and many other things to change the conditions of life. The youth say, "Adult values do not fit our conditions of life. Why should we conform?"

If the goal of dignity and worth for each individual, which is now in sight, is to be attained, we must build upon what we have already achieved, in our struggle to change, rather than to destroy "the establishment" that has created this possibility of achievement. Concomitantly, the power of the organization must be used to solve these great social problems or it will be destroyed.

RECOMMENDATIONS

of

The Clarion County Committee on Children and Youth

officially approved for submission

to the

Governor's Council for Human Services
Committee on Children and Youth

in preparation for

The 1970 White House Conference on Children and Youth

IT IS RECOMMENDED:

General

1. That the Clarion County Committee on Children and Youth become a permanent committee, with an equal number of youth and adults representing a cross section of citizens of the county and operating under the auspices of the Governor's Commission for Human Services, for the purpose of facilitating these recommendations and other such actions as may be appropriate in the interest of the children and youth of Clarion County.

2. That the present Clarion County Committee on Children and Youth be responsible for taking the necessary steps to establish the permanent committee.

Home

3. That family life education, including preparation for marriage and parenthood, be instituted as an integral and major part of public education from elementary through high school.

4. That planning for the size of families is desirable in order to relieve the deprivation of children, and that facilities and programs on a local, public and private, basis be available to married couples, providing medical advice and services for child spacing consistent with the needs and mores of the families being served.

5. That a minimum annual wage be established for every family as a means of strengthening family life and that it be administered with the aim of rehabilitating families toward economic and social independence.

6. That all appropriate agencies give more emphasis to family leisure-time activities, and that serious attention be given to programs on the importance of family recreation.

7. That for children whose mothers or widowed fathers need to work or are unable to care for them adequately, homemaker or family day care be provided for children under 3, full-time group or family care for children 3 to 5 or 6, and supplementary after-school family or group day care for those of school age, under supervision and guidance of recognized social agencies.

8. That the Jefferson-Clarion County Community Action Agency, or other appropriate agency, undertake a program of rural slum clearance by remodeling older homes, and selling them to low income families with little or no down payment so that all children and their families will have adequate housing.

9. That the mental health program in Clarion County be expanded and strengthened.

10. That the well-baby clinic be expanded through wider publicity about its availability.

11. That parents become more aware of the changes in our society that have major impact on home life and create new family living patterns.

Education

12. That each community review and assess the scope and content of its program to determine whether it serves adequately the educational needs of all the students.

13. That schools, parents, and community groups work more closely together in determining goals and potentialities for good schools.

14. That each secondary school establish a Student-Teacher Association similar in structure to the Parent-Teacher Association, in which the youth play an equal part with adults in the organization, to develop a closer relationship between the students and teachers and to promote a school program more relevant to the felt needs of youth.

15. That the Student-Teacher Association review the role of the Student Council with the consideration for an expanded role in planning and executing student activity and community service programs.

16. That each school and community recognize that an educational program which is really designed to meet the needs of the individual learner in today's society must be flexible, adaptable, and relevant to real problems of the individual and the society in which he lives.

17. That it further be recognized that the needed flexibility, adaptability and relevance cannot be achieved adequately through a lock-stepped, textbook centered curriculum, but must be more highly individualized.

18. That appropriate medical, social, psychological, and guidance services be available to all students, as needed, to remove obstacles to the full utilization of his capability and that special services be provided for those who have severe physical or mental handicaps.

19. That a pupil's progress be evaluated in terms of his own progress, development, and potential rather than a common external standard.

20. That sex education be taught as an integral part of the elementary and secondary curriculum and that the learners have an opportunity to discuss their problems and questions, receiving professional answers, in such a way that it helps give them a wholesome attitude about human growth and development.

21. That appropriate action be taken to provide adequate vocational, technical, and apprenticeship training so that our youth may enter the labor market with competetive skills.

22. That each school and community consider the merits of the following "innovations," either separately or collectively, as possible ways to achieve more effectively the goals of public education in our contemporary society, and after carefully considering the merits of these innovations each school system develop a long-range plan to implement needed changes systematically, based on established priorities of need and financial ability.

    a. Techniques for individualizing instruction by providing for diagnosis of individual needs, prescription of individual learning experiences as necessary, self-direction and self-selection of learning experiences in terms of one's own recognized interests and needs, and self-pacing so that each learner may progress at his own best rate.

    b. Techniques for grouping students to provide greater flexibility in providing appropriate learning experiences based on individual needs including the ungrading of subject matter and reorganizing it into continuing strands of progressive learning, the nongraded elementary program and modular scheduling at the secondary level.

    c. Techniques of staff utilization to achieve greater instructional efficiency and effectiveness including team teaching, auxiliary personnel such as teacher aides, library aides, and clerical aides, and part-time or short-time instructors with special talents.

d. New curriculums to achieve greater clarity and relevance to the needs of the individual and society by the reordering of subject matter fields into more learnable structures with new emphasis upon concepts, principles and relationships, and the use of the community and reality as an integral part of the learning environment.

e. The use of multimedia to achieve optimum use of learning resources including films, filmstrips, single concept films, open and closed circuit television, computer assisted instruction, dial-access and other retrieval systems, and other instructional materials and devices.

f. The restructuring of the school day and the school year to obtain maximum economic efficiency in the utilization of capital investment and to provide greater service to the students and the community including the use of the school in the evenings and weekends for appropriate school and/or community activities or a longer school year.

g. The expansion of the age range of learners served by the school including nursery school and other early childhood programs and a variety of post-secondary programs.

Youth Values

23. That schools, churches, and other youth-serving groups encourage their young people to experience the democratic process of electing their own officers with greater responsibility for planning and executing their own programs.

24. That community organizations stimulate interest in and continue to provide opportunities for youth to become acquainted with and thoroughly understand the functioning of political institutions and parties in the community, state, and nation.

25. That opportunity be provided for the youth of our county to participate in group planning and problem solving with adults and to contribute their services to the fulfillment of real community needs.

26. That schools, the college, and governmental agencies encourage the exercise of freedom of speech and political or social action by young people through legal and peaceful means; and that young people accept this approach as the logical process to seek solutions to grievances or problems.

27. That the voting age be changed from 21 to 18 years and at the same time the rights, duties, and obligations of adult citizenship also be lowered from 21 to 18, including the right to enter into legal contract and to be held liable for payment of all debts.

28. That mass media cooperate to create a climate of responsible and constructive effort to seek solutions to severe and pressing social and economic problems and to make a concerted effort to present fairly and accurately the positive aspects of today's youth activities.

29. That community planning groups, working in cooperation with the Community Action Agency and other appropriate agencies, give specific attention to housing needs, health and social services, and economic activities for children and youth; and that young people be invited to full participation in such community planning.

30. That all publicly owned school plants and facilities be available on a 12-month basis for educational, vocational, and recreational purposes under adequate adult supervision.

31. That schools and communities cooperate in providing out-of-school programs for constructive leisure time activities of children and youth.

32. That schools and other social and recreational agencies give special consideration to the needs of out-of-school youth and young adults.

33. That the people of Clarion County expect and accept an increased number of Black and other minority students and faculty at the college and that the citizens, churches, and other community groups cooperate with the college in a sustained effort to help them obtain adequate housing in the community (most students will live in dormitories) and become involved in community activities.

34. That the people of Clarion County recognize the wealth of intercultural and international backgrounds among the college students and faculty and that the homes, the schools, the churches, and the youth organizations draw upon this valuable resource to provide the children and youth of Clarion County with the opportunity to share in intercultural experiences and to gain a broader knowledge about life in the United States and the World.

35. That the County Planning Commission, the Associations of Commerce, and other appropriate agencies continue their efforts to attract new industries to provide new sources of income to families in the county and to help stem the outmigration of our young people.

36. That consideration be given to the expansion of public library services, such as lectures on cultural subjects, book reviews by authors, recorded music seminars and other activities as may be appropriate.

37. That the Clarion County Committee on Children and Youth, in cooperation with the County Planning Commission and local communities, survey needs and promote the development of leisure time facilities and programs of physical, cultural, and social activities as an integral part of every community.

REACTIONS TO THE RECOMMENDATIONS BY YOUTH IN PROBLEMS OF DEMOCRACY CLASSES

Teams of students composed of Janie Freas, Penny Mellon, LuAnn Wencil, David Hufnagel, Richard Slike, Robert Call and Jeff Leppert, all from Clarion Area High School, visited the other high schools in the county to explain the operation of the Clarion County Committee on Children and Youth and its relationship to the White House Conference on Children and Youth.

They also presented ten of the thirty-seven recommendations of the Committee. The ten selected were those which seemed to be the most controversial in the subcommittee meetings when considering the issues. The selected items, together with the composite responses by the 169 students contacted, follows on the next two pages.

All ten of the items received a "majority vote," with more students agreeing with each of the recommendation than disagreeing with it.

Most of the students strongly agreed with item No. 10, that appropriate action be taken to provide adequate vocational, technical and apprenticeship training so that our youth may enter the labor market with competitive skills. This is of particular interest in view of the state of flux about the Vocational-Technical School in Clarion County.

The least support was given to item No. 6, which pertained to a guaranteed annual wage. Most of the students in all the schools except one gave rather strong support to No. 5, the idea of expecting and accepting

more Black students in college. Students in one school, which is not adjacent to Clarion and one of the areas least likely to be affected by this change, cast more "strongly disagree" opinions than all the other students together.

DO NOT SIGN YOUR NAME

School 169 seniors in all high schools in Clarion County Age _____ Grade _____ Sex _____
Problems of Democracy Classes M-F

The Clarion County Committee on Children and Youth has developed a list of 37 recommendations which it is submitting to the Governor's Committee on Children and Youth. The ten recommendations listed below are selected from that list.

You are asked to express how you feel about these selected recommendations, in terms of whether you agree or disagree. In the space provided at the left of each recommendation, please indicate your feeling, using the following scale:

+2 Strongly Agree
+1 Agree
0 Undecided
-1 Disagree
-2 Strongly Disagree

+1.36 1. That schools, the college, and governmental agencies encourage the exercise of freedom of speech and political or social action by young people through legal and peaceful means; and that young people accept this approach as the logical process to seek solutions to grievances or problems.

+0.74 2. That the voting age be changed from 21 to 18 years and at the same time the rights, duties, and obligations of adult citizenship also be lowered from 21 to 18, including the right to enter into legal contract and to be held liable for payment of all debts.

+1.27 3. That each secondary school establish a Student-Teacher Association similar in structure to the Parent-Teacher Association, in which the youth play an equal part with adults in the organization, to develop a closer relationship between the students and teachers and to promote a school program more relevant to the felt needs of youth.

+1.27 4. That the Student-Teacher Association review the role of the Student Council with the consideration for an expanded role in planning and executing student activity and community service programs.

+0.50 5. That the people of Clarion County expect and accept an increased number of Black and other minority students and faculty at the college and that the citizens, churches, and other community groups cooperate with the college in a sustained effort to help them obtain adequate housing in the community (most students will live in dormitories) and become involved in community activities.

+0.18 6. That a minimum annual wage be established for every family as a means of strengthening family life and that it be administered with the aim of rehabilitating families toware economic and social independence.

+0.63 7. That planning for the size of families is desirable in order to relieve the deprivation of children, and that facilities and programs on a local, public and private, basis be available to married couples, providing medical advice and services for child spacing consistent with the needs and mores of the families being served.

+1.14 8. That sex education be taught as an integral part of the elementary and secondary curriculum and that the learners have an opportunity to discuss their problems and questions, receiving professional answers, in such a way that it helps give them a wholesome attitude about human growth and development.

+0.55 9. That the Jefferson-Clarion County Community Action Agency, or other appropriate agency, undertake a program of rural slum clearance by remodeling older homes, and selling them to low income families with little or no down payment so that all children and their families will have adequate housing.

+1.47 10. That appropriate action be taken to provide adequate vocational, technical, and apprenticeship training so that our youth may enter the labor market with competetive skills.

SOCIAL VALUES OF CLARION COUNTY YOUTH

Report on a County-Wide Survey

A committee of graduate students in a college course, Introduction to Research, conducted a survey to determine the social values of Clarion County high school youth. The committee was composed of Parmalee Hawk, Richard Hawk, Jacqueline McLendon, Melvin Riffer, Paul Slaugenhoup, and Marjorie Wise.

Items for the opinionnaire were carefully selected and designed to focus on the three broad areas of study: home, education, and youth values. Committee members attended meetings of the Clarion County Committee on Children and Youth to select issues related to these discussions.

To assure unbiased results, five per cent of the student body of each Clarion County high school were chosen randomly to respond to the opinionnaire. The total number of students is 249.

The findings and analysis by this committee follows:

In the home the generation gap seems to be narrower in Clarion County than the nationwide headlines would indicate. Ninety-seven per cent of the students tested felt they could communicate with their parents "usually" or "always." In contrast only 44 per cent communicated best with their parents with more communicating best with a friend than any other single person. Possibly this happens because the parents are busy outside the home. Seven point two per cent of the students surveyed felt that both parents should work outside the home while 82.8 per cent

felt that only occasionally should both parents be gone. Talking with some students after they completed the questionnaire revealed that they considered church activities, civic affairs and service organizations as "work outside the home." This information casts doubt on the validity of the question but portends the possible reduction of the number choosing "occasionally" as a response indicating full-time work for wages. It may be surmised that more students would have chosen "never" if the question had specifically stated wage earning outside the home in a full-time job.

However, even in their absence Clarion County parents dispense discipline fairly according to 87.4 per cent of the students polled.

Generally, then, it seems reasonable to conclude that Clarion County school youth and parents enjoy good rapport and communication even though the children would perhaps like to see their parents more often.

The discipline meted out in the schools does not fare as well as the discipline received in the home. Sixty-five per cent of the students responding felt school discipline was fair while 25.7 per cent thought it unfair (home 87.6 per cent fair, 4.8 per cent unfair). This difference may be due to resistance to the school acting in loco parentis. The largest bloc of students was opposed to the schools having a written dress code for students, while only 29.2 per cent favored one. A large group, 26.9 per cent had no opinion. One boy wrote on his questionnaire that he was in favor of the dress code "if students have some say in it."

The majority of students felt that the proper amount of emphasis was being placed on tests. However, nearly one-third felt too much emphasis was being placed on tests while only 6.8 per cent wanted more emphasis on tests. The authors could not agree on any one or any combination of plausible reasons for this percentage due to lack of supporting evidence for any one position. A general consensus, however, was that in the main students are content with their own achievement. This is substantiated by the responses to the question on cheating on tests. Sixty-three per cent said they felt students should never cheat on tests. Only 12 per cent said they would cheat if they needed a grade. Eight per cent would follow the lead of cheaters providing there were sufficient numbers of cheaters. Only one student of the 249 felt it was all right to cheat all the time. However, if those students who would cheat if they need a grade to pass are also those students who feel there is too much emphasis placed on tests, these students may be inclined to cheat whenever they feel justified in doing so for a grade.

There were no such problems regarding the need for sex education courses in the school. The students overwhelmingly feel that sex education has a place in their curriculum. A majority feel the course should be optional, but this response may be out of concern for those who would not want the course and should not be made to take it, or for those who want it. Of these students, assume that half have a definite yes or no opinion but grant the other half the right to take or reject sex education as they wish. In this case 61.9 per cent would take a sex education course and 31.3 per cent would not. The remaining 6.4 per cent have not made up their minds.

Several of the moral issues were likewise clear-cut. The majority, 53.8 per cent, feel the voting age should be lowered to 18 but 29.4 per cent favor the status quo. A larger majority, 61.4 per cent, favor retaining the present age for consumption of alcoholic beverages. Only 22 per cent are for drinking at 18. It appears that more youth want the responsibility of voting than the privilege of drinking. The young people do not feel the need to drink to be popular; in fact, 83.9 per cent of all the youth surveyed said they did not feel the need to gain popularity through drinking. This could mean that those who drink do so for other reasons than peer group acceptance. It could also be interpreted that drinking is simply not a widespread problem in Clarion County. Similar results were obtained in the two questions concerning drugs. Seventy-two per cent said they definitely would not experiment with drugs while 69.5 per cent gave the same response to experimenting with marijuana. The slight drift toward taking marijuana might indicate that some youth see a difference between marijuana and definitely addictive drugs. Most of the students surveyed had an opinion on the drug questions: only 4 students, 1.2 per cent, of the total sampled had no opinion on question 9 and only 3, .8 per cent, had no opinion on question 23. The drug issue has been settled for these students and they have rejected drugs.

The moral decision on premarital sexual relations is not so well decided. Forty-nine, 19.7 per cent, of the students had no opinion on the rightness or wrongness of premarital sexual relations. This percentage of no opinion held true in the boys' totals and the girls' totals.

The double standard not withstanding, the students collectively feel that premarital sexual relationships are wrong. Only one girl in 119 surveyed felt that engaging in premarital sexual relations was right. Only 20 felt they were no different from anyone else. This left 63 per cent of the girls who felt it wrong.

Premarital sexual relations are as wrong as breaking the law. Sixty-two per cent oppose or strongly oppose breaking the law even with a good reason. Cheating in school (see previous discussion) is seen as wrong by approximately the same percentage of students, 63 per cent. Taking all favorable responses together, the youths saw adults as providing a positive model worth emulating. The most positive responses, excellent and good, however, were chosen by 27 per cent of the students. Most, 44 per cent, saw the adults as providing a fair model, and 20 per cent felt adults set a poor example. These questions and their responses may indicate that youth feel their behavior is more exemplary than that of adults. Or, that while high moral standards are desirable, most adults do not follow them all the time.

The generally conservative attitude reflected so far in the students' responses is not carried over into the opinion on miscegenation. Seventy-one per cent of the students polled felt that the question of whether to permit mixed marriages should be the dicision of those involved. The wording of the responses does not provide for a distinct choice. Permitting mixed marriages implies the atmosphere of one's own decision and is only slightly more liberal.

The length of and controversy associated with the Viet Nam War have focused the nation's attention on draft, military obligation, and our

country's conduct in foreign affairs. The people facing these questions are our youth. Their lives will be directly involved and influenced by the draft, a military obligation, and the world situation. Consequently these questions are treated separately, even though their influence on youth's opinions on the home, education, and youth values is undeniable. The extent and nature of that influence varies and may not be known to the individual himself. Therefore, no attempt will be made to gauge and report that influence in this paper.

The youth generally reject the draft in favor of volunteer military service. However, if drafted they prefer the present two-year obligation. It appears that the students want a change in the method of selection but not in the length of the obligation. Another change that seems desirable is who should serve? Nearly as many students said both men and women should serve in the armed forces, as said only men should serve. One of the choices to this response was "no one." Seven point two per cent of all students selected this response (10 per cent of the boys did so, and 4.2 per cent of the girls). In view of the response to how should people be selected to serve in the armed forces, it would appear that the students believe that they should volunteer for military service, and a sizable number feel that both men and women should volunteer. Should the reader reject this conclusion as untenable, then the next plausible alternative is that the students responded inconsistently and so not know what they believe.

A sizable majority believe our government is handling world affairs properly most of the time. Since the Viet Nam War is the major issue in foreign policy, these students support the government position on Viet Nam,

or at least feel that despite Viet Nam, the government handles world affairs usually well.

YOUTH QUESTIONNAIRE

PLEASE ANSWER ALL THE FOLLOWING QUESTIONS. THANK YOU.

1. A major issue facing our youth is the voting age. What do you think the voting age should be?
   18 49% 19 20.1% 20 4.4% 21 24.9% No opinion 1.6%

2. Do you think high school students have to drink to be popular?
   Yes 0.8% Sometimes 8.4% Never 83.9% No opinion 6.8%

3. Many youths today are concerned with military service. How do you think citizens should serve?
   Draft 16.8% Volunteer 66.3% Lottery 3.6% No obligation 6.0%
   No opinion 7.2%

4. Are you planning to further your education after high school graduation?
   Trade school 11.2% College 41.4% Business school 5.6%
   No 10.8% Undecided 30.9%

5. Do you think that you can communicate with your parents on matters that concern you?
   All the time 18.9% Occasionally 31.7% Usually 45.4% Never 2.0%
   No opinion 2.0%

6. Do you think both parents should work outside the home?
   Yes 7.2% Occasionally 53.8% Never 28.9% No opinion 10.0%

7. Some youths would like to have part-time jobs while they are in school. Do you think there are jobs available for youths in your vicinity?
   Many 7.2% Few 74.7% None 5.2% Do not know 10.4%

8. Do you think you are overworked in school?
   Always 4.8% Often 8.8% Occasionally 38.6% Seldom 33.4%
   Never 12.8% No opinion 1.2%

9. Would you try drugs if offered the chance?
   Definitely 0.4% Possibly 4.4% Do not think so 16.1%
   Absolutely not 72.3% Afraid to 5.6% No opinion 1.2%

10. Do you think that the discipline at your home is:
    Fair 87.3% Unfair 4.8% No discipline 1.2% No opinion 6.4%

11. Do you think a person should break the law if he or she has a good reason?
Strongly favor 2.0% Favor 5.2% Occasionally 16.0%
Oppose 32.1% Strongly Oppose 30.1% No opinion 14.5%

12. Do you think the discipline in your school is
Fair 65.5% Unfair 25.3% No discipline 0.8% No opinion 8.4%

*13. What is your opinion of teenagers who have sexual relations before marriage?
They are right 6.8% They are no different than anyone else 24.5% They are wrong 48.6% No opinion 20.1%

14. Do you believe that adults set a(an) _____ example for youth?
Excellent 2.0% Good 25.4% Fair 44.6% Poor 19.7%
Undecided 8.4%

*15. What is your opinion of cheating in school?
Do it anytime 0.8% Only if need a grade to pass 12.0%
If everyone is doing it 8.0% Never 63.0% No opinion 16.1%

*16. What do you think the drinking age should be?
18 22.0% 19 4.0% 20 5.2% 21 61.4% No opinion 6.4%

17. How long should the service period be for those who are drafted?
Under 1 yr. 8.8% 1 yr. 27.7% 2 yrs. 47.0% Over 2 yrs. 10.0%
No opinion 6.4%

18. In your opinion what emphasis does your school place on participation in sports?
Strong emphasis 71.0% No emphasis 14.9% Unknown 13.3%

19. What do you think of inter-racial marriages?
Should be permitted 8.0% One's own decision 71.1%
Should not be allowed 13.3% No opinion 6.8%

20. Who do you think should be required to serve in the armed services?
Men 44.5% Women 0.4% Both men and women 39.8%
No one 7.2% No opinion 8.0%

*Denotes significant difference in opinions between boys and girls at the .05 level of confidence or higher.
Boys respond more favorably to premarital sexual relations than girls.
Boys have fewer qualms concerning cheating than have girls.
More boys favor the lowering of the legal drinking age than do girls.
Boys are more undecided concerning a dress code than girls, however for those who do have an opinion, there is no significant difference between their opinions and the opinions of the girls.

21. What is your opinion of the emphasis being placed on examinations?
Too much emphasis 32.5% Proper amount of emphasis 45.4%
Not enough emphasis 6.8% No opinion 15.3%

22. Do you think sex education should be taught in school?
As a regular course 37.3% At the student's choice 49.8%
Absolutely not 6.4% No opinion 15.[illegible]%

23. Would you try marijuana if given the opportunity?
Definitely 1.2% Possibly 6.8% Do not think so 17.7%
Absolutely not 69.5% Afraid to [illegible].6% No opinion 2.0%

24. Do you communicate most effectively with your
Mother 29.7% Father 14.5% Sister 7.6% Brother 6.[illegible]%
Teacher 2.4% Friend 31.7% No one 2.0% Other [illegible].6%
No response 1.6%

*25. Do you think the school should have a written dress code for students?
Strongly favor 9.2% Favor 20.0% Oppose 19.7%
Strongly oppose 22.9% Undecided 28.1%

26. Do you think our government is handling world problems in a satisfactory manner?
Always 7.6% Usually 71.0% Never 11.2% No opinion 10.0%

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*Denotes significant difference in opinions between boys and girls at the .05 level of confidence or higher.

Boys respond more favorably to premarital sexual relations than girls.

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YOUTH TODAY - ADULTS TOMORROW

CLARION COUNTY YOUTH CONFERENCE

SPONSORED BY

Clarion County Committee on Children and Youth

IN PREPARATION FOR

1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

Saturday, May 17, 1969

CLARION STATE COLLEGE

PLANS FOR THE 1970 WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

Dr. Murrell Morris*

A White House Conference on Children and Youth has been called by the President of the United States at the end of each decade in the twentieth century. The one in 1970, therefore, will be the seventh such conference. Each State and Territory of the United States has been asked to prepare to participate in the 1970 conference. Many national agencies, committees, and councils are also involved in preparing for the conference.

A Conference staff has been appointed, and operates in the Department of Health, Education and Welfare. Dr. Joseph H. Douglass is Director of the Conference. The Conference staff works with a national planning committee and several ad hoc advisory groups to develop formats, themes, and issues for the conference, and to plan the mechanics of its operation.

One of the special features about the White House Conference is that it seeks to bring together the thinking of the people of all the States. This is truly a "grass roots" effort, involving thousands of people from each state. The Conference staff screens the many reports, suggestions, and recommendations being submitted by States and national organizations for new and significant ideas. One such idea is the Flexible All-Year School now being planned by Clarion State College.

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*This is a summary report of the presentation made by Dr. Murrell Morris at the Clarion County Youth Conference. Dr. Morris' speech was recorded but the tape was inadvertently erased. Dr. Morris is Special Administrative Assistant to the Director of the 1970 White House Conference on Children and Youth.

It is the hope of the Conference staff that every State will establish regional and county committees to seek out the thinking of the youth and adults, much in the same manner that Pennsylvania has. Of all the States in the nation, Pennsylvania is probably the best organized and most advanced in its efforts to obtain grassroots participation and to formalize specific recommendations for improving the conditions of living for children and youth.

The Conference, which was originally planned for February, 1970, has been postponed until later in the year. This could present a problem or a challenge to Pennsylvania. Pennsylvania's schedule was established so that each county completes its work in June, with a state conference in the fall. This will "peak out" too early now that the White House Conference has been delayed. This could mean a loss of momentum by the County Committees. It could also be a challenge to seek and attain an even higher peak and to see how many of the recommendations can be achieved before the White House Conference is held.

A common question is "What good does the White House Conference on Children and Youth do?" "Does anything ever happen as a result of this type of conference?" Each conference in the past has led to significant programs at the national, state, and local levels. It is hoped that this Conference will be even more effective than those preceding it.

A unique characteristic of the White House Conference on Children and Youth is its breadth in scope. By focusing on the many and complex problems relating to needs of children and youth, virtually all of the domestic issues and problems of our society are included.

President Nixon realizes that his administration needs to develop a sound and effective domestic program, with major thrusts to combat the basic social problems faced by the American people. It is hoped that the White House Conference, drawing upon the thinking of the people across the land, will develop some significant ideas or recommendations that can help provide the basic structure of a workable domestic program for such a massive effort.

Some of the Conference staff have already been asked to remain after the Conference to study the recommendations with the idea of drafting bills to be submitted to Congress for programs of action.

Speaking from a personal point of view, Dr. Morris pointed out that this experience of working on the staff of the White House Conference has been one of the most rewarding experiences in his career. Many reports and other materials come across his desk each day which are challenging and inspiring. The most inspiring statement he has read during the short time he has been on the Conference staff is a Pledge to Children which was endorsed by the delegates of the 1950 White House Conference on Children and Youth. A copy of that pledge has been obtained and is presented as the frontispiece of this report.

In closing, Dr. Morris commended the Clarion County Committee on Children and Youth for its well organized and informative Youth Conference and especially for the work that preceded it in involving the people in dialogue to think about the needs of children and youth and recommending possible solutions.

THE YOUTH REVOLT - DISSENT WITH CONSENT

by

John D. McLain, Member
Governor's Committee on Children and Youth

Our nation is governed by adults. Chances are it always will be, just as all other nations of the world are.

Youth are not revolting with any hope of taking control of the nation from adults. In fact, the revolt is not really in opposition to adulthood, but in protest against inequities in our society for which youth believe adults are responsible.

These are the types of basic inequities that youth, with the idealism taught by their parents and teachers, find so revolting:

Hunger and want for basic needs in a land of plenty

Autocratic demands on human beings in a democratic society

Prejudice and hatred with all its related humiliation in a nation dedicated to equal rights and opportunities for all human beings

Value systems that people expect others to live by, but not themselves

An education system designed for middle class learners and to maintain the status quo when <u>all</u> children and youth need to learn to live and how to make a living in a technologically advanced, rapidly changing society.

These are valid reasons for protesting. What the dissenting youth do not seem to realize is that a great many adults, middle class adults, also want to correct these inequities. That is why the adults of our society have given consent and even urged youth to dissent against these inequities - with the hope that the zeal, the vim, and the vigor of youth will help speed up changes to overcome these problems.

The consent for youth to dissent was clearly voiced at the 1960 White House Conference on Children and Youth. The White House Conference, in itself, is a forum for constructive dissent. It gives an opportunity every ten years, at the invitation of the President of the United States, for representatives of the people to draw upon the thinking of the grass roots of America and to recommend changes that are needed.

In 1960 the White House Conference on Children and Youth adopted 670 recommendations, most of which dealt with the kinds of issues our youth are concerned about today. Fifteen of the recommendations dealt with the need for youth to become more involved in the decision making processes of our society. Youth were urged to dissent, and schools and other agencies were urged to encourage youth to dissent in the following White House Conference recommendations: Quote

It is recommended:

That youth be encouraged to challenge the climate of public opinion when necessary in order to eliminate inequities in school, work, health and welfare, and

That schools, colleges, and government agencies encourage, rather than inhibit, youthful exercise of freedom of speech and action in political, civic, economic, social, and world affairs, and that young people participate in partisan politics. End of quote.

It is difficult to say what impact the White House Conference on Children and Youth, held once a decade, has on actions that follow it. But if one were to examine all the recommendations of the 1960 Conference, he would be amazed at how much has been accomplished toward these goals even though the major problems have not yet been solved. For example, one of our concerns in 1969 is <u>not</u> that our youth are too passive.

The White House Conference is not a legislative body. It cannot change laws or establish new programs. It can, and does, synthesize

the thinking of the people from the grass-roots level, take positions on the many suggestions presented to it and present these recommendations to the concerned legislative bodies, agencies, and organizations for direct action, and to the people for implementation through public opinion. It is this public opinion at the grass-roots level that has given power to youth dissent because middle class adults know changes must take place and trust our youth to help implement those changes.

There is an important reason why grave decisions have to be made now. The American "establishment" has the scientific and technological capacity to stifle the individual and perhaps destroy our society and the world. The same capacity can be used to free mankind from want and fear, and to guarantee the right of dignity and worth to each individual. No other society in the history of time in the world has faced a more awesome but more hopeful choice. It is this capacity to produce goods and services, either to the benefit or detriment of mankind, that separates us, today, from the rest of the world and the rest of time.

It is this great capacity to produce goods and services, with a decreasing amount of human labor, that creates the need for social change - the kinds of changes most dissenting youth are asking for - because the opportunity to achieve these lofty goals is now a reality.

Restlessness grows among the "have-nots," not just in this country but in the whole world, as the awareness develops that the way now exists to eliminate most of the extreme poverty for all mankind - if we only used our resources to do so.

The situation might be compared to a man lost at sea in a life raft. As he runs out of food and water he will wait helplessly for rescue but

will die without violence if rescue doesn't come, resigned to his unwanted fate. If, however, his life raft were to drift to the shore of an island that had plenty of food and water but also hostile natives to prevent him from landing, he would fight, to death if necessary, in an attempt to live. American technological capacity to produce goods and services is that island of hope.

Ironically, it is the "establishment," so highly criticized by the dissenters that has created this great opportunity. It may be true that this productive power was developed for mercenary reasons, exploiting the nation's human beings and natural resources. It is important for the dissenters to recognize, now, however, that to destroy the establishment would also destroy the great opportunity to free mankind from want of basic needs. It is also important for the establishment to recognize that if its resources are not used for the benefit of mankind it will be destroyed.

There is, perhaps, almost universal agreement among the American people, including the dissenters and the establishment, as to which goal to choose. We want to free mankind from want and fear and to guarantee the right of dignity and worth to each individual. The basic issue is not <u>what</u> we want, but <u>how</u> we can achieve it. There are no signs at the crossroads of destiny to direct us because nobody else has been faced with these questions before. We are not sure which paths lead us in the right or wrong directions. The very controversial Viet Nam War, for example, is defended by some and denounced by others who seek the same just cause of peace.

Consent to dissent is given by a governing body or society under two conditions. One is in strength, with the belief and confidence that the dissent will not harm or destroy the body, or society, itself. The other is in weakness, in futility and inability to prevent dissent.

The adult consent to youth dissent is not given in weakness. Our youth are ours - a part of us, and we love, not fear, them.

Consent to dissent is given to youth, today, in strength and humility with the hope that they will bring forth the zeal and energy necessary to help propel us to our lofty goals - the goals of youth and adults alike.

We frequently hear the term "generation gap" and dialogue about how to "bridge the gap." Let us not confuse the ever-prevalent problems of growing up and the transition from dependence to independence with the basic issues that are at stake and underly the Youth Revolt. They are different. Without minimizing the pangs of growing up, mother nature takes her course, and, in time, the young become adults. There are no guaranteed solutions, though, to the basic social issues that underly the youth concern today. These can be solved only by social change.

Many things have major impact on one's values, beliefs, and feelings which influence the ways he thinks, or doesn't think, about the great social problems of today. There is no common agreement among youth how these social problems should be solved, any more than there is common agreement among adults. Age is not the basic difference.

There is a significant factor, however, that tends to make this seem like a basic issue between adults and youth:

Far more adults than youth have the depth of experience to think analytically about the great social issues but with that experience they also develop a fear to stand up and be counted. Far more youth than adults are willing to stand up and be counted even though they may lack the depth of experience needed to analyze the issues carefully.

In effect, what is happening, the adults are saying, "We give our consent for you to dissent. You 'carry the ball' for us, because we are

afraid of what our neighbors would think if we did it." So youth picked up the ball and started running with it. Sometimes in the excitement of the ball game they seem to forget which goal line is ours, or which side they are trying to score against. For example, it is said that some of the young adult leaders in the Eugene McCarthy campaign got their start campaigning for Barry Goldwater. It seems that some people are more interested in "getting a piece of the action" than they are in working toward a specific goal.

In this era of consent to dissent, the "revolt" must lead to purposeful and constructive change. If strife and violence prevail without just cause, society, through the power of public opinion, will "backlash" and withdraw the consent to dissent, with police and military force, if necessary. The Youth Revolt will be put asunder, with much strife and heartache, but without solving the basic problems which must be solved.

Perhaps the greatest challenge of the day is for those who think to stand up and be counted and those who stand up to be counted, to think, so we will not destroy our society but build upon that part which is good and make it better.

PLANS FOR FOLLOW-UP

Recommendation No. 1 of this ad hoc Clarion County Committee on Children and Youth is:

> That the Clarion County Committee on Children and Youth become a permanent committee, with an equal number of youth and adults representing a cross section of the citizens of the County and operating under the auspices of the Governor's Commission for Human Services, for the purpose of facilitating these recommendations and other such actions as may be appropriate in the interest of the children and youth of Clarion County.

Recommendation No. 2 is that the present Committee assume the responsiblity for taking the necessary steps to establish the permanent committee. This is in the process of being done.

Another probable action is that the Clarion County Committee on Children and Youth will establish a speakers' bureau, in cooperation with the Research-Learning Center of Clarion State College, to provide quality speakers at PTA meetings, Student-Teacher Association meetings if any are formed, and other interested groups to speak on topics related to the recommendations of the Clarion County Committee, the State Committee, and the White House Conference on Children and Youth. The Department of Public Instruction has agreed that this is within the interests of the ESEA Title III regional planning grant so limited funds can be used for this purpose.

Student Council President, Robert Call, at Clarion Area High School is exploring the possibility of establishing a Student-Teacher Association. He ran for president with this idea as part of his platform. High School Principal, Robert Wiberg, has agreed to the idea if the Teachers' Association agrees. Robert now plans to discuss the matter with the Teachers' Association. If this project is successful, it could be a model for other schools in the County.

A P P E N D I X

DESCRIPTION OF CLARION COUNTY

COMMUNITY INFORMATION

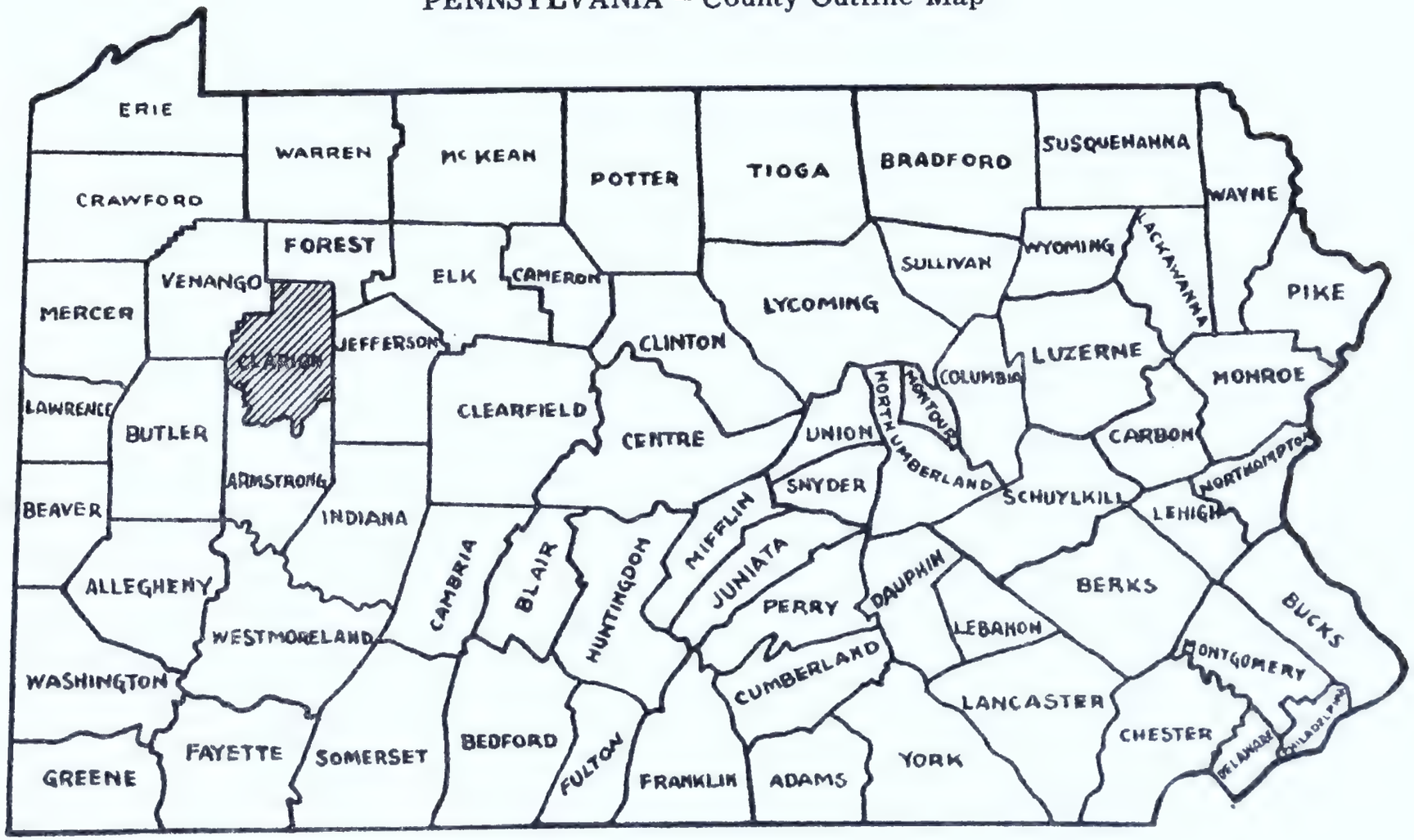
NATION - STATE - REGION

	ITEM	Nation	State	Clarion Co.
5.3.1 POP.	TOTAL POPULATION	183,285,093	11,319,366	37,408
	PERCENT OF POPULATION LIVING IN RURAL AREAS	30.1%	28.4%	89.0%
5.3.2 FAMILY INCOME	TOTAL NUMBER OF FAMILIES	45,128,393	2,902,611	9,243
	TOTAL NUMBER OF FAMILIES WITH INCOME LESS THAN $3,000	9,650,239	487,955	2,257
	PERCENT OF ALL FAMILIES WITH INCOME LESS THAN $3,000	21.1%	16.8%	24.4%
	FAMILIES WITH INCOME LESS THAN $1,000	2,512,668	110,080	547
	FAMILIES WITH INCOME FROM $1,000 - $1,999	3,373,813	164,512	864
	FAMILIES WITH INCOME FROM $2,000 - $2,999	3,763,758	213,363	924
5.3.3 UNEMPLOYMENT	MALES 14 AND OVER IN CIVILIAN LABOR FORCE	47,467,721	2,979,624	9,513
	PERCENT OF SUCH MALES WHO ARE UNEMPLOYED	5.0%	6.5%	6.3%
	FEMALES 14 AND OVER IN CIVILIAN LABOR FORCE	22,409,760	1,422,274	4,162
	PERCENT OF SUCH FEMALES WHO ARE UNEMPLOYED	5.4%	5.6%	6.1%
5.3.4 WELFARE	PERSONS UNDER 21	70,826,397	4,099,021	14,927
	PERCENT OF PERSONS UNDER 21 RECEIVING A.F.D.C. PAYMENTS			3.3%
	PERSONS AGED 65 AND OVER	16,706,354	1,128,525	2,136
	PERCENT OF PERSONS 65 AND OVER RECEIVING OLD-AGE ASSISTANCE			5.8%

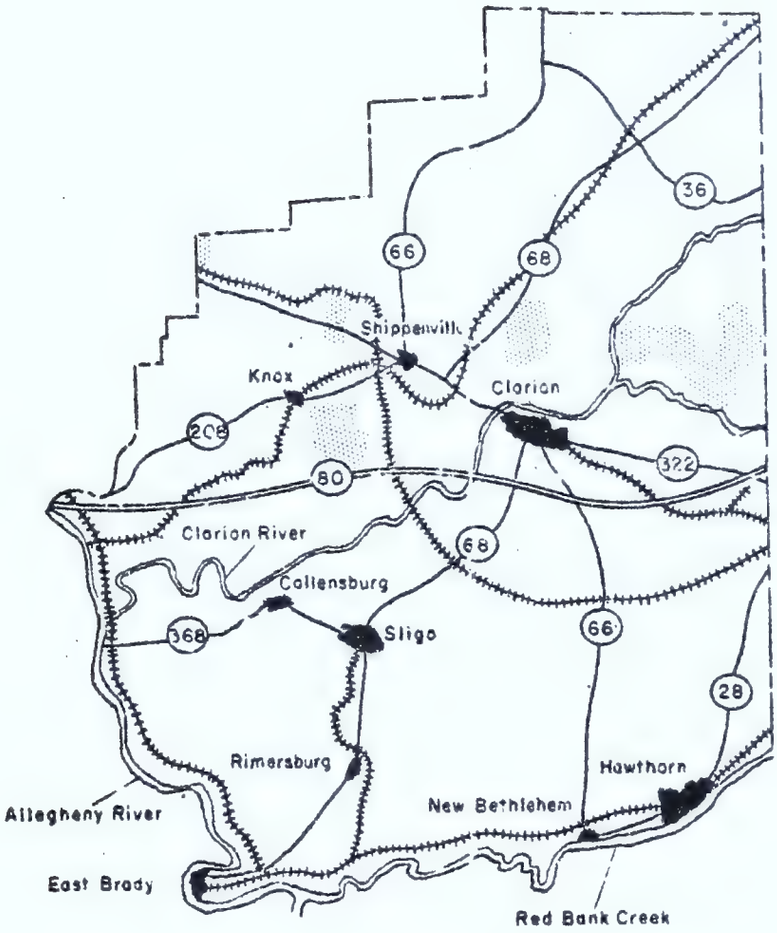
DESCRIPTION OF CLARION COUNTY (Continued)

	ITEM	Nation	State	Clarion Co.
5.3.5 EDUCATION	PERCENT OF PERSONS ENROLLED IN SCHOOL *(14 and 15 years old)*	94.1%	94.4%	94.1%
	PERCENT OF PERSONS ENROLLED IN SCHOOL *(16 and 17 years old)*	80.9%	83.7%	90.5%
	TOTAL NUMBER OF PERSONS 25 YEARS OLD AND OVER	101,099,185	6,605,713	20,026
	PERSONS 25 AND OVER WITH LESS THAN 8 YEARS OF EDUCATION	22,056,409	1,425,438	2,853
	PERCENT OF PERSONS 25 AND OVER WITH LESS THAN 8 YEARS OF EDUCATION	22.3%	21.5%	14.2%
5.3.6 SELECTIVE SERVICE	PERSONS AGED 18 TO 25 WHO WERE EXAMINED BY SELECTIVE SERVICE			2,400
	PERSONS REJECTED BY SELECTIVE SERVICE *(4F and 1Y)*			989
	PERCENT OF PERSONS EXAMINED WHO WERE REJECTED BY SELECTIVE SERVICE *(4F and 1Y)*			41.2%
5.3.7 HEALTH	BIRTHS PER YEAR	4,257,850	241,099	768
	DEATHS PER YEAR OF INFANTS UNDER 12 MONTHS	110,873	5,921	11
	INFANT DEATHS AS A PERCENT OF BIRTHS PER YEAR	2.6%	2.4%	1.4%
5.3.8 HOUSING	ALL HOUSING UNITS	58,526,000	3,582,000	10,575
	NUMBER OF HOUSING UNITS WHICH ARE SUBSTANDARD	10,652,732	454,914	2,378
	PERCENT OF ALL HOUSING UNITS WHICH ARE SUBSTANDARD	18.2%	12.7%	22.4%
5.3.9 MINORITY GROUPS	*(Specify group and number of persons in each.)* Negro		850,852	17
	Foreign-born white		596,118	
5.3.10 OTHER	*(Specify category and number of persons in each.)*			

PENNSYLVANIA – County Outline Map



Clarion County



CLARION COUNTY

Land Area: 599 sq. mi. Population: 1950--38,344; 1960--37,408; Per cent Urban (1960)--13.2

GEOGRAPHY: Clarion County is in the western part of the state in the Allegheny Plateau region. The Allegheny River forms the western boundary of the County, and Redbank Creek forms the largest part of the southern boundary. Clarion is the county seat.

TRANSPORTATION: Railroads: Pennsylvania, New York Central, Baltimore and Ohio, and Lake Erie, Franklin, and Clarion. Among the most important major highways in the County are Interstate Route 80, 28th Division Highway (U. S. 322) and Pennsylvania Routes 66 and 68.

MANUFACTURING (1966): Manufacturing establishments, 53; employment, 2,591; wages and salaries, $14,390,700; value of production, $56,101,200; value added $29,020,100; capital expenditures, $1,218,600. Major industry employment: stone, clay and glass, 1,492. Clarion County produced natural gas and oil. In 1966, 27,519 barrels of oil were produced from 442 wells.

Municipalities with a Population of 2,500 or over in 1960:

Clarion Borough	4,958

■ Industrial Municipalities

ORGANIZATION OF CLARION COUNTY COMMITTEE ON CHILDREN AND YOUTH

Adult Chairman - John McLain Youth Chairman - Penny Mellon

Adult Secretary - Patricia Jackson Youth Secretary - Mary Ann Hoffman

Subcommittees

Home Committee

Adult Chairman - Marguerite Lahr Youth Chairman - Janie Freas

Adult Secretary - Mrs. William Page Youth Secretary - Lori Whisner

Education Committee

Adult Chairman - Joyce Lilly Youth Chairman - Rick Slike

Adult Secretary - Rosemarie Bartnik Youth Secretary - Penny Mellon

Youth Values Committee

Adult Chairman - Yvonne Summerville Youth Chairman - Dave Hufnagel

Adult Secretary - Mary Anne Droddy Youth Secretary - LuAnn Wencil

INVOLVEMENT OF YOUTH AND ADULTS

IN PREPARATION OF THIS COMMITTEE REPORT

Clarion County Committee for Children and Youth	Youth	Adults	Total
Total Attendance at 5 General Meetings and Conferences	136	107	243
Total Attendance at 15 Subcommittee Meetings	132	89	221
Meetings with Problems of Democracy Classes	203	17	220
Meetings with College Sociology Classes	76	2	78
Youth Survey Contacts	249	34	283
Youth Survey Team Meetings		60	60
Total Attendance at All Meetings	796	309	1,105

Communities Represented by Persons Attending Committee Meetings - 27

31% Clarion

14% New Bethlehem

7% Foxburg

48% Other, including: Crown, East Brady, Emlenton, Fairmount City, Hawthorn, Knox, Leeper, Lamartine, Lickingville, Limestone, Lucinda, Marble, Marianne, Mayport, Parker, Rimersburg, St. Petersburg, Shippenville, Sligo, Snydersburg, Strattanville, Tionesta, Tylersburg, and Wentlings Corners.

CLARION COUNTY
COMMITTEE ON CHILDREN AND YOUTH

Information Form for Members

NAME 143 Participants (See list on pages 51-56) TELEPHONE _____

ADDRESS 27 Communities (See list on page 49) AGE 77 Under 21 years 46%
66 21 years or over 54%

1. What school district do you live in All school districts represented

2. Highest grade level attained in school _____

3. Occupation:

45.4% Student in high school
7.0% Student in college
9.1% Housewife
1.0% Farm worker, laborer or a worker such as railroad or construction worker, filling station attendant
12.5% Store clerk, salesman, typist or secretary
_____ Service worker such as barber, beautician, real estate salesman, mail carrier
5.0% Skilled worker such as carpenter, machinist, baker, foreman
_____ Technician such as draftsman, dental technician, electronics technician
_____ Manager such as sales manager, factory supervisor
1.0% Official such as bank officer or government official
_____ Proprietor or owner of a business, farm, restaurant
18.0% Professional such as teacher, medical doctor, lawyer, accountant

4. Economic Background: (Your family income range)

4.2% $3,000 or below
16.9% $3,000 to $5,000
36.6% $5,000 to $8,000
21.1% $8,000 to $12,000
21.1% $12,000 or over

5. Rank in order the following areas of interest so far as our committee work is concerned. Rank your highest interest as 1, your second highest interest as 2.

_____ Education
_____ Home
_____ Youth Values

6. Agency or organization you represent:

Student Councils
- Clarion
- Immaculate Conception
- Keystone
- Union
- Redbank

Clarion County Fed. of Women's Clubs
Clarion State College
Clarion Women's Club
Coop. Extension Service, Penn State U.
Dept. of Public Welfare
Girl Scouts - Keystone Tall Tree Council
United Cerebral Palsy
Head Start
YMCA
Wentling's Corner Community Club
Teachers' Organizations from Clarion, Keystone, North Clarion, Redbank and Union Schools

CLARION COUNTY COMMITTEE ON CHILDREN AND YOUTH

Membership

Membership was open to anyone who wanted to participate. The following people participated in the meetings and signed membership registration forms. Inadvertantly some participants were not given forms to complete and therefore are not listed. Apologies are extended to them for this omission.

Mrs. Robert C. Allison	Fairmount City
Steve Allison	Fairmount City
Dennis Bailey	Rimersburg
Joseph Bartby	Rimersburg
Rosemarie Bartnik	Clarion
Charles Beichner	Clarion
Edward Bell	Strattanville
Kenneth Borland	Leeper
Cathy Bowman	Foxburg
Henry Bowman	Foxburg
Mrs. Henry Bowman	Foxburg
Patricia Bowman	Foxburg
John A. Boylan	Clarion
Grant Brocious	Hawthorn
Tom Brothers	Fairmount City
Shirley Buterbaugh	New Bethlehem
Robert Caldwell	Clarion

Robert Call	Clarion
Jack Callenberg	Clarion
Madelon Campbell	Clarion
Alan Carmichael	Rimersburg
David Carrier	Fairmount City
Phyllis Charles-Court	Foxburg
Cara Cherico	Clarion
Michael Cherico	Clarion
Jill Clark	Clarion
Frank Clover	Knox
Francis Confer	Shippenville
Jerry Conner	New Bethlehem
E. Bruce Cornes	Clarion
Tony Crow	Clarion
Brent E. Davidson	East Brady
LaRue Davis	Emlenton
Mrs. Ruth Delp	New Bethlehem
Anita Ditz	Marble
Mary Anne Droddy	Lucinda
Rose Ellen Droddy	Lucinda
Francis Dubrancin	East Brady
Charles Eckert	Clarion
Patty Edder	New Bethlehem
Tom Filson	New Bethlehem
Mike Fowler	Rimersburg
Bill Freas	Clarion

Janie Freas	Clarion
Allen B. Gardner	Clarion
Shirley Gourley	New Bethlehem
Dennis Greenawalt	Clarion
Roxanne Guthrie	
Joanne Haskell	Clarion
Parmalee Hawk	New Bethlehem
Richard Hawk	New Bethlehem
Betty Heasley	Leeper
Larry Heasley	Leeper
Norma Heasley	Leeper
Ronald Heibreum	St. Petersburg
Mrs. Ronald Heibreum	St. Petersburg
Robert Hepler	New Bethlehem
James Herbert	New Bethlehem
Michael Herbert	New Bethlehem
Mary Ann Hoffman	Clarion
Edward Hollobaugh	Mayport
Margaret Hoover	Snydersburg
Lois Huffman	Lickingville
David Hufnagel	Clarion
Bill Jackson	Clarion
Patricia Jackson	Clarion
Bill Kelly	Tionesta
Howard Knight	Knox
Ben Kundick	New Bethlehem

Bernard Lahr	Clarion
Marguerite Lahr	Clarion
Randy Leadbetter	Strattanville
Sharon Lentz	Foxburg
Jeffrey Leppert	Clarion
Mary Caye Lewis	Shippenville
Joyce Lilly	Clarion
Manuel Loewenthal	Knox
Mrs. Dana Logue	Sligo
Edna Lucas	New Bethlehem
Marsha McGinley	Clarion
Lisa McLain	Marianne
John McLain	Marianne
Joe McLaughlin	Crown
Jacqueline McLendon	Knox
Daisey McMann	Strattanville
Charles Marhauf	Foxburg
Paul Matson	Hawthorn
Dave Mellon	Clarion
Penny Mellon	Clarion
Mrs. David Miller	New Bethlehem
Michael Miller	Clarion
Maude Millett	Foxburg
Linda Minich	Clarion
William Moore	Leeper
Ronald D. Mosley	Tylersburg

Paul Mowry	Shippenville
Trace Ordiway	Clarion
Mrs. Virginia Page	Clarion
Norma Pence	New Bethlehem
Ruthel E. Peterson	Clarion
Bernard Polatty	Clarion
James Preston	Foxburg
Richard M. Priester	Leeper
David Radcliff	New Bethlehem
Carol Rankin	New Bethlehem
Frances A. Raybuck	Knox
Carol Rex	Knox
Gary Rhoads	Clarion
Arnold Rhodes	Leeper
Melvin G. Riffer	Clarion
Larry Sassa	Clarion
Frank Scott	
Mrs. Frank Scott	
A. T. Seigworth	Parker
Peggy Sharrar	Lamertine
Robert Silvis	Tionesta
Paul Slaugenhoup	Sligo
Richard Slike	Clarion
J. Smith	Clarion
Duane P. Stahlman	Limestone
Gerald Steeves	New Bethlehem

Bonnie Steiner	Lucinda
Ted Stewart	Sligo
Cornelius Stover	Knox
Gerald Stunis	New Bethlehem
Yvonne Summerville	Rimersburg
M. Thomas Tansey	Clarion
Cathy Texter	Foxburg
Jeffrey Van Epps	Sligo
Jessie Vosburg	Strattanville
Millard L. Weaver	Wentlings Corners
Mrs. Joseph Wein	Clarion
LuAnn Wencil	Clarion
Bessie Wenner	Strattanville
Lori Whisner	Clarion
Mrs. Roland Wiebreun	St. Petersburg
Mrs. Samuel A. Wilhelm	Clarion
Theodore G. Williams	Sligo
Jennifer Wilson	Clarion
Philip Wilson	Rimersburg
Marjorie Wise	Clarion
William Wolbert	Tylersburg
Robert Yates	New Bethlehem

PY C536/92.2
R425c
Clinton

CLINTON COUNTY WHITE HOUSE CONFERENCE
for
YOUTH COMMITTEE

SECTION I

DESCRIPTION OF THE COUNTY

It is described as being an isolated rural county. There is one city and seven boroughs. In between are small villages, farms and woodland. The county is 90 percent wooded. The population is 38,000, and 25 percent of the population under 21 years of age. The families in poverty is 16.8 percent of the total number of county families. Effective buying income per household was $7,420 in 1966. Major industries are:

Hammermill Paper Company
Piper Aircraft Corporation
Maremont Corporation
American Aniline Products, Inc.

Dairy farming and truck vegetable production are the major type of agriculture. A logging industry supplies pulpwood to Hammermill and keeps seven small sawmills going in the county.

SECTION II

ORGANIZATION

The county committee was composed of:

Paul Shogren, Chairman
Don Weil, YMCA Secretary
Fr. David Koval, St. Agnes Woman Catholic Parish
Patrick Kelley, Guidance Counselor, Bald Eagle Nittany High School
Twyla Schadt, County Welfare Office
Doris Harabin, Home Economist, Extension Service
Geraldine Gann, Girl Scouts of America
Jesse Genevish, Lock Haven City Council
12 Students from Lock Haven and Bald Eagle Nittany High School

The county committee met bi-weekly from March through May with sub-committees meeting in between times. The attendance varied at these meetings from 5 to 17. There were 3 subcommittees: Home - School - Youth values. After the initial meeting there were at least as many youth as adults attending county committee meetings.

The county has no minority groups and, thus, no representation on the committee. Unfortunately, youth from low income families did not participate. There were youth from both rural and urban areas as the two high schools represented above were from the urban and rural areas.

SPECIAL PROJECTS

Questionnaires were used by both School and Home subcommittees. The questionnaire developed by the School subcommittee was a joint one developed by adults and youth. It was distributed to 200 students in the two high schools and results tabulated as shown in the enclosed School Subcommittee Recommendations. Distribution and tabulation all done by students themselves.

The Home subcommittee was distributed to 29 members of the Lock Haven High School home economics classes in which both boys and girls were in attendance. The questionnaire had been used prior in classes of Lock Haven State College.

SECTION III

RECOMMENDATIONS

These are found in the enclosed material on School and Home. The Youth subcommittee never did get going partly due to the fact that one adult member lost his job and the other left the area to return to school.

In general, there was a feeling that no new governmental agencies needs to be formed. Already existing agencies could reorient their programs to the needs as could the public schools.

SECTION IV

FOLLOW-UP

The one major recommendation made by both adults and youth on the county committee was to form a County Youth Advisory Council.

HOME SUBCOMMITTEE

QUESTIONNAIRE

CLINTON COUNTY COMMITTEE

White House Conference on Children and Youth

1. Are young people of today less respectful of their elders than the young people of 30 - 40 years ago?

Yes 19 No 10

If yes, why?

1. Lack of understanding - 5
2. Adults don't earn respect - 5
3. Adults don't keep up with changing times - 4
4. Lack of discipline - 3

2. What "bugs" you about adults?

1. Old fashioned - 8
2. Adults think they're always right - 6
3. Too much interference - 3
4. Lack of understanding - 3
5. Too strict - 3

3. List the problems you feel young people face today.

1. Drugs - 8
2. Draft and Viet Nam - 10
3. Parent-child relationships - 7
4. Social problems - 5
5. School problems - 5
6. Drinking - 5
7. Sex - 5

4. Do parents take these problems (listed in question #3) too lightly?

Yes 15 No 14

Parents are concerned about

1. School - 1
2. Draft - 4
3. Alcohol and drugs - 4
4. Changing morals - 3

Parents aren't concerned about

1. Today's young people's problems - 8
2. Unconcerned parents - 4
3. Helpless parents - 3

5. Rate your parents on the following.	Too Little	Adequate	Too Much
A. The amount of time your parents spend with you.	7	21	1
B. The amount of sex education given you by your parents.	16	11	2
C. The amount of religious training given you by your parents.	6	16	7
D. The amount of discipline given by your parents	5	18	6
E. The amount of respect for the law taught to you by your parents.	2	22	5

6. Is there an outstanding problem in which you feel parents as a group have failed?

Yes 11 No 18

If yes, explain and give recommendations as to how we might help solve the problem. For example: Do we need adult education? Counselors? A family agency? Etc.

1. Need for adult education in child development - 3
2. Need for adult education in sex - 2
3. Need for a family agency - 2
4. Need for a counseling service - 2
5. Need for adult education in drugs - 1

Problems

1. Failure to trust - 1
2. Failure to listen - 2
3. Failure to give discipline - 1
4. Failure to recognize generation gap - 1

SCHOOL SUBCOMMITTEE

RECOMMENDATIONS

1. Adults have a responsibility to students. Someone should take a careful look into the school system for education the different levels of students.

   Students wanted number grades and percentages. ex.

English	A	95%
French	B	88%
Ave.	B+	91%

2. Subject material should be pertinent. Reasons for teaching courses must be understood by the students.

3. Sex education should be started in the 7th grade and covered more completely. Teachers should be specially trained to teach the courses. Parents should accept the course as a necessary part of their educational curriculum.

4. Teachers should be screened more thoroughly at the college level so that new people going into this field of education know how to motivate students,

5. Student government is ineffective because the students represented by the council have no real voice in school affairs. The council should serve in an advisory capacity. Its recommendations should be taken more seriously by the administration and school board.

RECEIVED IN
Council for Human Services
JUN 26 1969
REF. TO_____

PY C536/92.2
R425c
Columbia

COLUMBIA COUNTY REPORT

ON

CHILDREN AND YOUTH

MAY 1969

Mrs. W.C. Hidlay, Jr.
Adult Chairman

Blair Monie
Youth Chairman

Mrs. W. C. Hidlay, Jr.
805 E. 4th St.
Bloomsburg, Pa. 17815
784-2500

COMMITTEE MEMBERS

ADULTS	YOUTH
Mr. Richard Birt	Cindy Byers
Mrs. Carl Davis	Lee Byers
Mr. Sam Evans	Bill Brobst
Mr. Russell Gilbert	Laurie Creasy
Mrs. Charles Housenick II	Jan Deykes
Mrs. Harry Keller III	Cheryl Dyer
Mr. Leonard Majikas	Ann Evans
Mr. Gerald Olson	Ronald Fedin
Dr. George Pepper	Kenneth Hoffman
Dr. Martin Satz	William Kupsky
Mr. Frank Taylor	Blair Monie
Mr. Steven Vaughn	Lorrie Pitarra
Mrs. Thomas Wheadon	Ronald Satz
Mrs. William Wright	Louis Stark
	David Bryden
	Linda Lawn
	Sue Beyer
	Cheryl Evans
	Eileen Shaffer

COUNTY MEETINGS

1. November 13, 1968: Adult meeting for orientation and organization. 15 Attended.

2. November 19, 1968: Youth meeting to organize and elect. 17 attended. Youth co-chairman named. Subcommittees formed.

3. December 12, 1968: High school youth group met.at high school.

4. December 13, 1968: High school subcommittee met.at high school.

5. December 16, 1968: Workers subcommittee met at dental office.

6. December 23, 1968: Adult committee chairmen met to discuss progress.

7. January 8, 1969: Full committee met with regional director.

8. January 29, 1969: Adult and youth met to formulate questionaire.

9. February 5, 1969: Adult and youth continued discussion of questionaire

10. April 29, 1969: Committee had final meeting to discuss results of questionaire.

All meetings were held at the home of Mrs. W. C. Hidlay, Jr. unless otherwise noted. All committee members were white and could be considered rural. Among the youth there were three 9th graders, three tenth graders, seven 11th graders, three 12th graders, and three in college.

NOTEWORTHY PROBLEMS

HOME

1. Permissiveness
2. There is a lack of family unity and togetherness.
3. Home fails to teach adaquate value system

EDUCATION

1. Guidance is inadaquate.
2. There is need for student involvement in the decision-making process. For example, in planning curriculum.
3. There is over-crowding in certain schools.

PEER GROUP VALUES

1. There is widespread cheating on the college level.
2. Drinking is increasing on the high-school level.
3. There is a lack of pride in the community and the nation.

1. There is a need for more teen-age recreation and more diversion for young adults who are under 21 and not in college.

DESCRIPTION OF NOTEWORTHY PROBLEMS

PROBLEM TOPIC: Permissiveness

NATURE OF PROBLEM: Most of the young adults were raised permissively.

TYPE OF COMMUNITY: Rural

POINT OF VIEW: Adults agree that this is a problem.
Youth want more precise standards.

DISCUSSION HIGHLIGHTS: This point of view showed up clearly on the questionaire. Chilren want more guidance and adults strive to give them more freedom as the psychologists recommend.

RECOMMENDATION: Parents must be persuaded to give more thought to their child-rearing practices. Standards should be carefully worked out in open discussion.

PROBLEM TOPIC: The lack of family unity and togetherness; the failure of the home to teach an adaquate value system.

NATURE OF PROBLEM: The solutions to these intra-family problems are elusive. They emerge in the questionaire and in the discussions of the youth.

TYPE OF COMMUNITY: Same.

POINT OF VIEW: Adults are sympathetic to this situation but find the demands from outside the home are increasing; Youth want more family fun. They agree that most of the youth in trouble, come from very bad family environments.

RECOMMENDATION: Parents must be educated to the fact that their teen-age children do like to be with their families. Time spent with the youth seems more important than money or advantages showered upon them. Youth should have the opportunity to express their views.

NOTEWORTHY PROBLEMS
(description of cont.)

PROBLEM TOPIC: Guidance, student power, and overcrowding.in the schools.

NATURE OF PROBLEM: Guidance is inadaquate in all the schools in Columbia County. Students want more voice in the running of their schools. Some rural schools are old. Memorial Elementary School in Bloomsburg is overcrowded. The Fernville Training Centre for retarded children is antiquated.

POINT OF VIEW: Adults; The guidance councelors are not trained for their job and there are not enough of them. For example: There might be two in a school of 900.

Youth: The guidance councelors do not show any interest in the youth and their problems.

Adults: The youth are being given more responsibility through their student councils and the opportunity to plan curriculum.

Youth: They want discussion panels and more responsibility and power.

RECOMMENDATION: That discussion panels be set up in the high schools to provide a forum for a free airing of all youth problems. That more guidance instructors be hired. That money be made available for a new building for retarded children in Columbia County.

PROBLEM TOPIC: Peer Group Values.

NATURE OF PROBLEM: There is widespread cheating on the college level. Drinking is increasing on the high school level. There seems to be a lack of school, community and national pride.

POINT OF VIEW: Adults are shocked by the amount of cheating. Youth feel that it is justified in view of the staggering work-load they have. Youth are pressured by the ones who cheat to go along and cheat also.

POINT OF VIEW cont. Adults view an increase in the number of drinkers with alarm.
Youth say some will always drink but also express concern that drinking is spreading to the "good boys".

This lack of pride and spirit seems to be a function of the "New Age"we live in. Patriotism is not taught because we strive to make our children broad-minded. Youth realizes that America does make mistakes. For example Vietnam. Youth can not go to war believing that "God is on their side" as the youth who went to W. W. II did.

SUMMARY: The youth of Columbia County are generally well-off: Yet there are signs that the problems of the cities will spread. The lines of communication must be kept open between youth and the adult community.

RECOMMENDATIONS:

1. The exam schedule at Bloomsburg State College should be changed so that students do not take three exams in one day. Examinations should not be used over again. Some way should be found to decrease the pressure on the individual student.

2. The age for drinking, voting and going to war should be standardized.

3. There should be an attempt to teach patriotism in a more effective way.

4. There should be discussion panels set up in all schools (high school and college) where students are given the opportunity to air their views.

PROBLEM TOPIC: Recreation:

NATURE OF PROBLEM: Lack of recreation for high school students and workers under 21.

POINT OF VIEW: Adults feel that there is quite enough considering the events at the Bloomsburg State College.
Students and workers would like a Teen Centre.

SUMMARY: Adults are willing to help but feel that the youth should assume most of the responsibility for the Teen Centre.

RECOMMENDATIONS: A committee has been formed to discuss the possibility for a Teen Centre.

CHILDREN AND YOUTH OF COLUMBIA COUNTY

The Columbia County Committee for children and youth met ten times. From the first it was a youth run group. The youth decided on the sub-committees and arranged the meetings. The adult members acted merely as advisors. In order to gain a better cross-section of opinion a questionaire was created and answered by some 200 high school students. An open-ended one was given to some 150 college students. The youth decided on four subcommittees: Higher Education, High School, Social Needs, Values and religion. Later a workers' committee was established for the youth between the ages of 18 and 21.

HIGH SCHOOL

The High School group felt that the School Board had too much power over the teachers. Teachers were hired and fired without the proper evaluation. There was a lack of communication between the students and the teachers. The salary of the teachers should be determined by how well the teacher is instructing the students. The poor teachers should be sorted out. Much of the responsibility for quality teaching rests in the hands of the superintendant. He should oversee the classes to become aware of the relationship between student and teacher. The group favored homogeneous grouping. The method of grading should be improved.

School spirit is lacking in our schools today. There is poor attendance at sports events. The students do not take pride in the general appearance of their school. They are not patriotic but self-interested.

Power, too often, rests in the hands of the adults. The student councils are puppets which carry out adult-formulated rules. Some form of regular dialogue is needed. Perhaps a panel, made up of students, teachers, and board members could discuss curriculum, discipline and other problems.

Guidance poses a great problem. Virtually all the students were dis-satisfied, with their guidance counselors. They did not provide the help in planning a career, or the encouragement the students needed. It was pointed out that the case load for counselors is too heavy, and many are inadaquately trained.

Sex education was discussed. Many students felt they needed more sex education at an earlier age. For example, the 7th grade. The questionaire showed that many students gain their information from companions. They felt that this source was not adaquate. The desire was expressed for more open discussion about the problems surrounding sex. Most students were discouraged by the embarrassment of teachers and parents.

COLLEGE

The students wanted more consultation about curriculum. They felt that their classes should be made more relevant to their parti-

cular needs. In answer to a questionaire on "Unrest Today and how Parents, School, Church and Community can modify the unrest that exists" by about one hundred and fifty college studnets, the following broad trends were discovered. Religion does not seem relevant in its present form. Students seek a more working religion keyed to today's problems. For example: Folk Masses.

Student unrest is due to the uncertainty of the future and the fruitlessness of the Vietnam War. Students have been raised to think for themselves. In exercising that freedom they find that their values conflict with the values of their parents and "The Establishment". The world is moving ahead so rapidly that the older generation is unable to keep pace. The old solutions no longer solve the new problems. The young are aware of this situation. They see no easy solutions to the war in Vietnam or the racial issue. They feel pressure from all sides. The rioting acts as a pressure-reducing valve.

Students want parents to re-establish the parental role. They search for direction, a set of standards, and a strong moral and spiritual environment. They tend to reject their permissive upbringing. Since they have been surrounded since birth by the accoutrements of material success, they seek other goals in life. They want their parents to spend more time with them. They seek more and better communication with the older generation. They desire acceptance for themselves, just as they are. They resent being pushed into a mold of their parents' making.

The community could help by giving them specific responsibilities. Most youth felt that the rebel was not using the most desirable approach. However there seemed no other way to get results. Violence and brutality were not approved, but individual expression and non-conformity should be tolerated. Peaceful demonstrations were approved.

Cheating appears to be a very serious problem at Bloomsburg State College. Copies of tests are taken and distributed before the exam day. This widespread cheating appears to be caused by the pressure for a good grade among students who do not always have the greatest ability. Also the professor's habit of using the same exam more than once seems to contribute to cheating. Because of rampant cheating and scheduling problems the final examination schedule leaves much to be desired. Students take exams in the gymnasium, sitting on a folding chair and using a lap-board. It is very difficult for a borderline student under these conditions. Sometimes a student will have three final exams in the same day. Exams end as late as nine o'clock at night. It is suggested that the administration allow more time for the final examinations, so that they may be scheduled over a longer time period. Perhaps, a week and a half would be better.

VALUES AND RELIGION COMMITTEE

"Cheating goes on with the teacher's knowledge, but few teachers do anything about it." These high school students were asked also, "Does the student's conscience bother him if he cheats?" Most decided that cheating is unfair to those who do not cheat.

The students felt that one should respect faith in general and the faith of others, in particular. People find security in belief. In times of crisis they seem to muster up more faith than in every day life. They questioned if church money was being spent in the right way. Do we have the right to be in Vietnam?

SOCIAL NEEDS

Most of the students felt a need for more family togetherness. They felt that their families could guide them toward the right goals in life, and could help them make the right kind of friends. Many students had very vague notions about specific responsibility to the community and to the nation. In our effort to be broad-minded it seems we have failed to inspire the traditional feelings of patriotism, loyalty and responsibility which have been the backbone of our democratic society. We have been afraid to teach faith for fear of dogmatism, and so we have left our young with an inadaquate set of values. The remedy seems to rest with the individual family.

RECREATION

All the youth in Columbia County agreed that there was not enough to do. The worker's group, who were between the ages of 18 and 21 felt the need of a centre where they could dance and socialize. They were left out of the high school and college activities. At this time the Y.M.C.A. has established a recreation committee to find activities for this age group. The high school group felt the need for a teen-centre, restricted to older teen-agers. The boys wished that the school gymnasiums could be open on the weekends so that they could play basketball. There will be future meetings to determine the feasibility of new recreation facilities.

RESULTS

QUESTIONAIRE FOR YOUTH

COLUMBIA COUNTY, FEBRUARY 1969

Always	Sometimes	Never	No Opinion	
40	96	61	3	1. I have no quiet place at home to study.
17	135	54	3	2. There is bickering in my home.
18	118	73	3	3. I feel there is a barrier between my parents and me.
34	126	51	5	4. I discuss personal things with my parents.
51	123	40	1	5. I am consulted in family decisions.
22	84	103	1	6. My parents are trying to decide my vocation for me.
55	153	6	1	7. My parents let me make by own decisions.
109	83	19	3	8. I get encouragement at home.
122	85	7	1	9. My parents trust me.
17	114	63		10. My parents are too strict.
10	81	65	3	11. I am ashamed of my parents.
20	128	64	2	12. I am afraid to tell my parents when I have done something wrong.
23	74	100	1	13. My parents pry into my private affairs.
167	49	3	1	14. My parents are interested in what I accomplish.
22	106	66	2	15. My parents criticize me too much.

I. What do your parents expect of you in the following areas?

A. Chores in the home? Virtually all were expected to do choes.

B. Responsibilities to brothers and sisters? Some stated that they baby-sat or helped them with their homework.

C. Responsibilities to your church. 20% stated that they attended Sunday School and church.

D. Obedience to your parents? All said they were expected to obey their parents.

E. Responsibilies to your community? Only 10% answered this question. They mentioned littering and helping clean up the park. They did not seem to know what the question meant.

F. Obedience to laws and regulations? All said they were expected to obey the lawa.

G. Grades in school? Most mentioned an average that they were expected to maintain. For example, all B's.

II. What do you actually do? This question was not good as it elicited the same answere as I.

III. What do you expect of your parents in the way of guidance?

A. School? All wanted their parents to help them make good grades.

B. Social? 25% said they wanted their parents to help them make friends. Some said they wanted to be allowed to go out.

C. Law and Order? They want their parents to help them if they get in trouble with the law. Some wanted their parents to make a set of regulations for them.

D. Finances? Some expected an allowance. Others said they earned their own money. All expected help if they needed it.

E. Vocation? Some said they wanted guidance in picking their job. Others said they had too much guidance.

F. Higher Education? There were very few responses to this question. Most said they expected financial aid.

IV. What do they actually do in guiding you? The responces here were about the same as in III.

To Whom would you take your most serious problem? Why?

Mom 25	Dad 8	Teacher 2	Minister 1
Parents 15	Siblings 14	Friend 13	

.. Do you feel the community is providing you with enough recreation facilities? Yes 48 No 92 No opinion 35

II. What suggestions would you have for better or more recreational facilities?

Enlarge swimming pool.	Community center for teens 105
Dances at rural schools.	Open gym on weekends
Clean up river	Y. M. C. A.
Artificial ice rink	

II. Would you assume responsibilities in helping to promote more recreational facilities? Yes 129 No 23

X. What activities do you and your family participate in together?

Vacations 47	Church 27
Sports 25	Miscellaneous 46
"Sunday Dinner" 12	

I. Do you feel you and your family should do more or less things together? More 101 Less 27

II. How and to what extent should youth be represented and recognized by school authorities in planning? For example- curriculum?

Curriculum Yes 100 No 2 Panel for discussion 35

XII. What is your definition of success?

Goals 97	No responce 15	Money 19	Freedom 3	Power 4
Do best 8	Job 41	Happiness 19	Security 3	Love 8
Friends 4	Health 1	Education 1		

XIII What are the major causes of school drop-outs?

Communication 3	Finances 7	pregnant 14	pressure 9	
parents 41	lack of interest 95		corriculum 5	
Intelligence 23	Lazy 12	Teachers 35	rejection 6	

XV. What is the major problem that drop-outs face?
Virtually all responded jobs.

XVI. Are you in favor of classes grouped according to ability?
Yes 143 No 56

XVII. Do you approve of a standard uniform for physical education?
Yes 146 No 64

XVIII. Do you think children and youth should be allowed access to lewd and suggestive books, magazines and movies?

Yes 80 No 81

XIX. If you had a very strong grievance against the administration would you riot, demonstrate or arbitrate?

Riot 30 Demonstrate 30 Arbitrate 88 No 78

20. Would you be upset if the youth in your school rioted?

Yes 120 No 66

21. To what extent does religion and your own spiritual beliefs influence you in your daily life?

Yes 127 No 92

22. Do you feel that your religious education is adaquate?

Yes 133 No 72

23. What is the main source of your sex education?

A. Home 80
B. School 124
C. Church 11
D. Companions 125

24. Do you feel this source is adaquate? Yes 125 No 59

25. How could it be improved?

Better school programs at a younger age. For example 7th grade. More open and frank discussions between youth and adults.

26. Do you consider pre-marital sex morally wrong?

Yes 121 No 80 ? 7

Why? It is a sin against God.
Someone will be hurt.
Girl might get pregnant.
Sex should be de-emphasized.

Why not? It is a free country.
It is alright if birth control is used.

It is a personal decision between the two involved.

Comment: The "nos" were almost entirely male responses.

FERNDALE TRAINING CENTER BLOOMSBURG R.D.1 PENNSYLVANIA

March 7, 1969

Committee for Youth and Children

Columbia County

Dear Friends:

The Ferndale Training Center is a school under the administration of the Columbia County School Board. It is a school for trainables who are severely mentally retarded and physically handicapped. The present enrollment is twelve, although there are many children on a waiting list for various reasons.

We are occupying an antiquated one-room country school which has been condemned years ago. This is our fifteenth year in this environment which is considered most undesirable. Working and living conditions here sometimes seem almost unsurmountable.

We need:

A new school with several rooms-

Playground equipment-

A lunch service-

A tape recorder-

Thank you for your concern!

Sincerely,

Eleanor Sands Smith Teacher

Patricia C. Dillon Assistant

SISTER M. JOSITA, SS.C.M., SAINT COLUMBA SCHOOL, 40 E. 3rd St., BLOOMSBURG, PA.

NATURE OF EDUCATIONAL PATTERNS AS THEY EFFECT GROWING CHILDREN

A. Attitudes

The quality of the program, regardless of the level, most certainly will strengthen or damage the pupils self-esteem. Therefore, it ismost important to have effective planning. The participants in the planning should include members of the school board, teachers, supervisors, counsellors, health personnel, custodians, and anyone else who is directly or indirectly concerned with the moral, physical, and intellectual development of the child.

Since school problems differ within a school, as well as within the town or county, it is expedient to have group meetings of all school personnel within a given area. Meetings of this nature would help each school, public and private, to evaluate its problems in the light of other schools and enable each to develop policies and goals for the general improvement in curriculum, public relations, teacher attitudes, and any other glaring deficiency that may evolve as a result of the discussion.

B. Budget

Good budget planning is a mechanical procedure, but it should not become so mechanical that it loses sight of the entire school program. Likewise, since federal and state aid are available, it would certainly help public relationship if the private schools were invited to meetings when the budget is being planned. In this way each school would become familiar with the planning and certainly would know whether or not the funds were being distributed equally as they should be in a democratic society.

School budgets should never be cut so drastically that the result would be detrimental to school programming. Drop-outs are usually those children who abhor school and studies, therefore, budgets should be so arranged that provisions would be made for students who have difficulty with their studies. Such students should be guided into other programs for which they may have a natural aptitude. Thus, when one is happily engaged, problems detrimental to character disappear.

Sufficient budget allowances in each department would eliminate drop-outs and delinquency. Above all, sufficient budgets would provide wholesome school operations, contented faculty members, and would enable each school to provide an excellent program of study -- thus producing excellent citizens who would eventually become future leaders in a communtiy.

Presently few schools provide for the evening use of their buildings. However, Farsighted administrators, who realize that school buildings are an expensive communtiy resource, are encouraging the wide use of buildings for other community activities when they are not needed for regular school purposes. This use, since it involves no direct contribution to the purposes of schools, is planned so that no cost to schools is involved, although detailed administrative planning is necessary and complicated problems do arise.

Major studies should be conducted for profitable evening use of school facilities. Moreover, one of the areas deficient in the elementary school is the use of the library. Some provision should be made for use of the library after school hours. We lock the schools at dismissal time, thus limiting the use of very valuable materials to five and one-half hours.

C. Curriculum

The new social studies programs being introduced in the elementary school program at present will expose the student to a limited knowledge of anthropology and its effects on human society.

D. Health

The present curriculum for developing good health habits is quite limited. One must depend upon the ingenuity of the teacher to weave health instruction into the science program of the curriculum.

Instructors are well aware of the practices that are harmful to health, however, their ability is quite limited when it comes to correcting a health hazard. Students listen but do not follow suggestions. Parents must be alerted to the detriment to health, and they in turn must instruct their children.

The establishment of a health department in every town and city would be very beneficial. The duty of an appointed health officer would be to inspect the schools periodically at unannounced intervals. This inspection sould include the entire school -- classrooms, corridors, stairs, lavatories, custodian's supply rooms, etc.

In the elementary school, the dentist examines students' teeth in the first, third, and seventh grades. The written diagnosis is forwarded to parents, assuming they will make an appointment with the family dentist. If the parent does not follow the suggestions, application can be made to the school nurse for free dental service. However, parental income and

status are taken into consideration before rendering financial assistance.

Bus transportation may prove to be a hazard, if the buses operate under crowded conditions and close scheduling. An over-crowded bus invites misbehaving on the part of the pupils. A time-schedule arranged too closely makes the operator tense.

E. Policy

Educational policies as such are not determined by parents. However, matters relating to school policies and practices are discussed at Parent Teacher Meetings. Suggestions from parents, which merit consideration may be tried in the administration of the school.

Guidelines regarding dress have been made, but were received very poorly by a minority group of parents. Complaints were received. However, if a stand were taken by the general area where the school is located, the directive with regards to dress would be more effective.

There is no community youth [illegible]. However, the concensus of opinion seems to be that a curfew would result in the improvement in the youth of this community.

REPORT

of the

CRAWFORD COUNTY

COMMITTEE on CHILDREN and YOUTH

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Description of the county.

A. Rural - Small Town Areas

Meadville
Titusville
Cambridge Springs
Cochranton
Conneautville
Conneaut Lake
Linesville

B. Population Composition

Approximate number - 77,956
Youth to 21 - 39.7%
Negro - 1.4%

C. Income Level - Average

D. Major Industries

Talon, Inc.
American Viscose
American Brakeshoe
Pittsburgh Plate Glass
Malleable
Channellock, Inc.
McCrosky Tool Corp.
Cyclops
Saegertown Components
Blazon, Inc.

ORGANIZATION

A. Types of meetings and total number conducted.

Sub-committee meetings	6
All youth meetings	8
Full committee	3
Total	17

B. Participation.

Most of the adult committee members were from the Meadville area. Youth meetings were held at some of the county area schools. Members of the social studies classes of the Meadville Area High School attended sub-committee meetings and made reports to the classes. Recommendations from these groups were given to the sub-committee chairmen. Approximate number of adults and youth attending all meetings was 550.

C. Organizations cooperating.

Young Women's Christian Association
Business and Professional Women (Meadville & Titusville)
Girl Scouts
City Hospital School of Nursing
NAACP
Department of Public Welfare
Crawford County Community Council
Allegheny College
Vo-Tech School
Youth Employment Service

D. Methods

Questionnaires - used in group discussion on important issues. Provided a tool for open discussion.

Youth Conference - youth groups met in 5 different county school districts to discuss youth problems and make recommendations to the committee.

Sub-committee - combined youth and adult committee groups met to study reports and recommendations submitted to it. Evaluated and selected problems of greatest concern to be included in the county report.

SUB-COMMITTEE FINDINGS

EDUCATION

1. Many teachers need to get out of their ruts and modernize their methods of presenting subjects in order to challenge the interest of the students.

2. Youth need more effective channels of communication with the administration to overcome the feeling of frustration with the present situation.

3. High schools need an expanded counseling program so that counsel is available to all students and not just the college-bound.

4. Married students should be permitted to participate in all extra-curricular activities.

5. A broad summer school program should be offered with both credit and non-credit courses available.

6. The Vo-Tech education should be expanded so that it is available to all interested students.

7. Schools should offer a wider range of required subjects, especially to seniors, so that students may choose courses that will have value in their future vocations.

8. Youth feels that most schools are now offering plenty of information on drug abuse, but it is not very effective. Programs involving teen-agers that have been through the drug experience talking to other teen-agers may have more impact.

9. All colleges should have a non-sectarian chapel with strong emphasis on social action.

10. Qualifications for college entrance should not be lowered to accommodate members of a minority race.

RECOMMENDATIONS

1. School superintendants should have periodic in-service training programs with compulsory attendance so that teachers may improve their methods of presentation.

2. The local school boards and the state Department of Public Instruction should make more funds available for expanded programs in counseling, Vo-Tech education and subject matter offered.

3. The state DPI should check into drug abuse programs involving teen-agers and encourage local school districts to use them.

4. Members of a minority group desiring a college education who do not meet the college entrance requirements should have the opportunity of taking special classes to help them qualify.

HOME

1. Most students fail to understand all the talk of a generation gap. They say they have a satisfactory rapport with parents.

2. Youth do feel that parents expect them to follow in their footsteps, while they prefer to make their own decisions.

3. Parents are apt to be too permissive and try to make life too easy for youth. Parents have the responsibility of giving children firm but fair discipline, as family life plays a major role in determining the stability of the child and the depth and solidarity of his values.

4. Parents need to become more involved in student activities.

5. The community needs recreation facilities and programs. Programs should be planned for family groups as well as for various age groups.

6. The Headstart program is worthwhile but should be upgraded with more parent involvement.

7. Day Care programs should be offered only when there is a need for the parents to work or are involved in a training program.

8. Very young children should not be involved in programs that take them out of the home.

RECOMMENDATIONS

1. Less emphasis on a generation gap. It is more an understanding gap which exists not only between youth and adults but among youth groups themselves.

2. The formation of a High School parent group similar to the elementary PTA so that parents can be better informed on school activities and provide another channel through which students may communicate with the administration.

3. City and borough councils should plan and provide for more recreation. The hiring of a full-time recreation director for Meadville should help solve this problem for the city. School facilities are now being made available for community recreation programs. This policy should be made general so that facilities funded by the taxpayers are used to their full potential.

4. All pre-school programs should be supervised by trained personnel. Too many of these programs are nothing but baby-sitter service. One of the most important phases of the OEO program was the parent involvement and up-grading of home life. This is not being done.

PEER GROUP VALUES

1. The 12 o'clock deadline for junior licenses needs to be changed. Students attending drive-in movies or dances have to leave too early in order to drive their dates home and be home themselves by 12 o'clock.

2. The voting age and drinking age should be lowered to 18. Eighteen year olds are graduating from high school and being drafted and should be treated as adults.

3. The draft should be based on a more equitable system which would help to relieve youth of the uncertainty of their future.

4. The present draft laws are driving many students into college to avoid being drafted. Because these students are not primarily interested in a college education is one of the causes of so much campus unrest.

RECOMMENDATIONS

1. The state legislature could base the 12 o'clock deadline on Eastern Standard time year round. This would give youth one extra hour during the Daylight Saving Time period when activities start at a later hour.

2. The state legislature should give serious consideration to lowering both the voting and the drinking age. Students today are much more knowledgeable on politics through better courses in political science and exposure of candidates via television. Low-alcohol beverages may be made legal for the 18 and 19 year old with the full drinking age lowered to 20. This may help eliminate the danger of teenagers driving across state lines to buy liquor.

3. Military service should be made compulsory for one year immediately following graduation from High School. This plan would be fair to all and permit youth to plan their future with a little more certainty. College students could pursue their education without the threat of the draft constantly hanging over their heads. Employers would be more willing to hire youth.

IMPACT

1. Upon the recommendation of the Committee on Children and Youth, there will be youth representation on all sub-committees for a county study of drug abuse.

2. Because of discussion at a committee meeting, with youth acting upon recommendations made at this meeting, a misunderstanding between youth and the school administration over an after-prom party was resolved.

3. Tentative plans for the forming of a local youth council are being made, with the possibility of youth having representation on all committees of the Meadville Development Council and other important community groups.

Thelma Addleman --- County Adult Chairman
Charlene Huff ----- County Youth Chairman
Roseann Russell --- Committee Chairman
Donald Dickey ----- Committee Chairman
Barbara Bole ------Committee Youth Chairman
David Canfield ----Committee Youth Chairman

TO YOUTH

If you can keep your head when life's temptations
Are bidding you to heed their beck and call,
If you can dream and have high expectations
Yet not mind working hard to win it all...

If you can take the advice of those who love you
Yet learn to make decisions for yourself,
If you can cheer as others pass above you,
And put your disappointments on the shelf...

If you can work and not make toil your master,
If you can gain and not make gold your aim,
If, whether you meet triumph or disaster,
You can be proud of how you "played the game"...

If you can smile when odds are all against you,
Determined to try even harder still,
If when your foes have practically convinced you
"You can't"--you buckle down and say--"I will"...

If friends count more with you than wealth and power
And you're at home alike with great and small,
If you know success's finest hour
Yet place respect and honor over all...

If you can be unselfish and forgiving,
And give thanks for the blessings you've received,
If you can face the challenge of living
And, choosing right from wrong, are not deceived...

If you can put your heart into attaining
The goal you seek, and do your best each day
Yet, without hesitating or complaining,
Help others gladly as you go your way...

If you can live the Golden Rule each minute,
And shape your course according to God's plan,
Yours is the World--and everything that's in it
And, what is more--you'll REALLY be a MAN!

Crawford County Committee

Children-Youth Committee Is Organized

The Crawford County Committee for Children and Youth held its organizational meeting last night at the YWCA and began its county study of children and youth problems for the Governor's Conference on Children and Youth in October and a White House Conference a year from now.

County chairman Mrs. Charles Addleman reported that 24 young people and adults attended the meeting. She first told about previous White House conferences on children and youth. One has been held in each decade of this century upon call of the incumbent President.

In 1909 the focus was on care of dependent children; in 1919, standards for health, education and working conditions of the American child; 1930, child health and protection; 1940, children in a democracy; 1950, developing in children the mental, emotional and spiritual qualities essential to individual happiness and responsible citizenship; 1960, to promote opportunities for children and youth to realize their full potential for a creative life in freedom and digoity.

Past Results Listed

Mrs. Addelman said notable results of past conferences have been the creation of the Children's Bureau, enactment of child labor laws, development of a federal-state program for maternal and child health services, federal aid to education, and creation of four national committees: Interdepartmental Committee on Children and Youth, Council of National Organizations for Children and Youth, National Council of State Committees for Children and Youth and the National Committee for Children and Youth.

The chairman concluded her review of the past by stating that "preparation for the 1970 conference comes at a time when our country is faced with many youth problems. The results of this conference should be as meaningful, if not more so, than any of the past conferences."

Michael Landers of Erie, director of the state's 14-county Region 6 for the Study of Children and Youth, reported on the purpose of the governor's conference — to be held at Harrisburg Oct. 7 — which is to prepare a final report from the six regions for presentation at the White House Conference Feb. 15-21, 1970.

Chairmen Listed

Miss Charlene Huff, recently appointed county youth chairman, outlined the three areas to be studied. They (and their respective chairmen) are as follows:

Peer Group Values, Miss Roseann Russell, executive director of the YWCA; Home, Carl Parson, chairman of Meadville Human Relations Committee, and Education, Donald Dickey, director of Crawford County Area Vocational-Technical School.

Mrs. Addelman urged that any youth or adult interested in serving on a committee should contact her at 336-1820.

Youth Group Chairmen Announced

Mrs. Charles Addleman, chairman of the Crawford County Committee on Children and Youth, announced the appointment of three subcommittee adult chairmen. The committees will explore the areas of home, education, and peer group values to determine the positive and negative community factors affecting children and youth, and from which their values and problems are derived.

Home is broadly defined as the family, ethnic, religious, health, economic, educational and vocational background of an individual as it affects his values but also other related community services including mass media programs which affect the values and development of an individual. "Peer group values" is defined as that unique environment created by youth which develops and enforces standards peculiar to itself, and which may differ from the traditional.

Carl Parson will chair the committee on the home. He has been a buyer in the purchasing department of Talon, division of Textron, Inc. for the past 30 years. He is chairman of the Meadville Human Relations Committee and president of the Meadville Council of Churches. He is a member of Trinity Lutheran Church.

Donald Dickey will chair the committee on education. He is director of the Crawford County Vocational-Technical School and former director of the Meadville Vocational School. He is a member of the official board of Stone United Methodist Church.

Miss Roseann Russell will chair the committee on peer group values. She has been the executive director of the YWCA for the past four years, working with the Y-Teen department. She was formerly a teacher in the elementary schools in Conneautville. She is a member of the Youth Employment Service Committee, the Smoking and Health Committee and is sponsor of a Senior High Youth Group of the Church of Christ in Conneautville.

Each chairman will be assisted by a youth cochairman and a committee composed of at least 35 per cent youth.

The county committee will report its findings to a statewide group, which in turn will offer information at a White House conference on youth in 1970.

Do All You Can

"I cannot do much," said a little star,
"To make this dark world bright;
My silvery beams cannot pierce far
Into the gloom of night;
Yet I am part of God's great plan,
and so I will do the best that I can."

Children-youth Committee Conference To Be Held

A conference of Region VI, Council for Human Services, Committee on Children and Youth, will be held next Saturday from 1 to 4 p.m. at the electronics classroom building, Edinboro State College.

Mrs. Thelma Addleman, Crawford County adult chairman, and David Canfield, youth representative, will serve on the recommendations committee which will meet Friday evening and Saturday morning.

Dr. Chester T. McNerney, Edinboro president, will deliver the welcoming address at the conference. Richard L. Heasley, regional chairman, will preside. Max Rosenn, chairman of the Governor's Committee on Children and Youth and the Human Relations Commission, will explain the state's planning for the 1907 White House Conference.

Other speakers are Dr. John D. McLain, director of the center for educational research and regional development at Clarion State College, and Frank L. Demmy of Harrisburg, student and recipient of the American Legion Keystone State boys' award.

Any committee member who is interested in attending and who did not receive an invitation to the conference is asked to call Mrs. Addleman, 336-1820.

Governor Extends Invitation to Meet

Gov. Raymond P. Shafer has sent invitations to all members of the Committee on Children and Youth who have expressed interest to attend a Region VI conference Saturday at 1 p.m. at Edinboro State College. Registration will be taken from noon until 1.

Mrs. Thelma Addleman is Crawford County adult chairman. Miss Roseann Russell and Donald Dickey have been acting as subcommittee adult chairmen. Charleen Huff of Edinboro, a senior at Allegheny College who is county youth chairman, will be prevented by final exams from attending the conference. Barbara Bole is subcommittee youth chairman.

Governor Raymond P. Shafer

Requests your presence

at the

Region VI Conference

of the

Council for Human Services

Committee on Children and Youth

Saturday, June 7, 1969

Electronics Class Room Building

Rooms 111 and 112

Edinboro State College

1:00 P.M. – 4:00 P.M.

RSVP

GOVERNOR'S COUNCIL for HUMAN SERVICES

Committee on Children and Youth

Tri-County Committee Report
(Cumberland, Dauphin, Perry)
c/o Patriot-News Company
P. O. Box 1545
Harrisburg, Penna. 17105
(AC 717, 238-5251, Ext. 286)
July 21, 1969

The Honorable Max Rosenn
Chairman, Governor's Committee on
Children and Youth
Council for Human Services
Harrisburg, Pennsylvania

Dear Mr. Rosenn:

Attached hereto is a special report of the Tri-County Committee (Cumberland, Dauphin, Perry) for the 1970 White House Conference on Children and Youth.

The report was prepared by Mr. William T. Lunsford, Coordinator for the Capital Area Youth Forum and Chairman, Dauphin County, in cooperation with the Chairmen of Cumberland and Perry Counties respectively.

Sincerely yours,

WILLIAM T. LUNSFORD	JOHN A. JOHNSON	CARSON E. R. HOLMAN
Chairman	Chairman	Chairman
Dauphin County	Cumberland County	Perry County

clc

Enclosure
Report

SECTION 1.

a. Demographic Profile

The Tri-County area, Cumberland, Dauphin and Perry counties, is a contiguous area that has Harrisburg, the State Capital, as its "hub" or pivot point. There is a definite relationship and affinity for all of Dauphin County, practically all of Cumberland County and all of Perry County to the Harrisburg area.

This area has both urban, suburban and rural areas. There are 112,387 occupied housing units in these three counties based on the 1960 Census. The Patriot (morning) and The Evening News in the Harrisburg area are the largest newspapers (combined daily circulation of 111,596) and the Sunday Patriot-News, Harrisburg, the largest Sunday with 97,540. The total Sunday Patriot-News circulation is 163,130.

The Retail Trading Zone includes all three counties and extends north to the northern boundary of Dauphin County, northeast to Williamstown, east to Annville, Palmyra and Mount Gretna, southeast to Mount Joy and York Haven, western boundary of Cumberland and Perry Counties, northwest to the northern boundary of Juniata County.

b. Population Composition

The population of this area for the Harrisburg City proper and the Retail Trading Zone, referred to above is 483,300. In the 1960 census, there were 167,448 males and 177,623 females in Cumberland and Dauphin Counties. In Dauphin and Cumberland Counties for 1960, there were 321,780 whites, 23,010 blacks and 272 of other races for a total of 345,071. Some 61,070 of these were high school graduates; 13,656 had some college and 13,929 were college graduates.

The 1960 census indicated that 24,814 of the population were ages 15 to 19 and 19,000 ages 20 to 24 for a total of 43,814. In the almost 10 intervening years, there has been a substantial rise in the number of young people in these age groups.

The Capital Area Youth Forum Survey conducted last year (1968) indicates that among 10th, 11th and 12th graders, 89.9% of the population was white; 6.2% black; 1.8% other and 1.9% did not indicate their racial origin.

c. Income Level

The 1967 Sales Management Source of Buying Power gives Harrisburg a total income of $1,038,371,000 and total sales of $747,619,000. The per capita income was $2,554 as contrasted to $2,132 in Wilkes-Barre-Hazelton; $2,525 in Lancaster; $2,249 in Altoona and $2,638 in Allentown-Bethlehem-Easton. Of the retail sales, $147,454,000 was for food and $143,291,000 for general merchandise and $49,397,000 for apparel.

In the Harrisburg area, 16.4% of the population have incomes under $3,000 and 19.3% above $10,000.

d. Leading Industries

The leading industries are Bethlehem Steel Corp. with 3,799 employed; Hershey Foods (Chocolate), 3,700; AMP Inc., electronics, 2,418; Bell Telephone of Penna., 2,418 and TRW Inc., aerospace, 2,043. The Commonwealth of Pennsylvania employed 15,700 at the time the report was published; Mechanicsburg Navy Depot, 5,950; New Cumberland Army Depot, 3,100; and Hershey Estates, 1,620.

In 1966, 12 new industries located in the Harrisburg area. Forty-eight new industries came into the area, 1962-1966, bringing 4,790 new jobs and $21.5 million in recurring payrolls. The decision of the "Book of the Month Club Inc." to open a new plant in the Mechanicsburg area adjacent to the Pennsylvania Turnpike brought another two million payroll.

With the end of Olmsted Air Force Base as an active installation in U.S. Air Force inventory, the Commonwealth of Pennsylvania took over the area and established a commercial airport which includes two major carriers, Allegheny and TWA.

SECTION II.

a. Organization of Youth Forum

At the conclusion of the 1960 White House Conference on Children and Youth, the Capital Area Youth Forum was established at the request of participating young people and adult advisers to permit a contihing of the valuable Tri-County (Cumberland, Dauphin, Perry) Committee program dealing with problems of young people in the post mid-fifties period.

Now entering its 11th year and with 35 senior high schools participating, the Capital Area Youth Forum has as its purpose:

> The purpose of the Capital Area Youth Forum shall be to provide opportunities for our youth to participate in and become a part of those democratic processes and experiences deemed to be vital to the growth and training of desirable citzens in a free society.

The Capital Area Youth Forum has its own organization. Each participating school is authorized one Student Cabinet member. The cabinet, which elects its own officers, is the planning group for the Youth Forum. There is an Adult General Chairman, a school administrator and an Adult Adviser for each of the several committees, including Day Program, Evening Program, Public Information, School and Community, Topics, etc. However, the Adults are Advisers only.

b. Organization for White House Conference

John A. Johnson, Directory of Secondary Education for West Shore Schools, was selected as Chairman for Cumberland County; Major Carson E. R. Holman, of Carson Long Institute, for Perry County and William T. Lunsford Jr., Community Service Director of the (Harrisburg) Patriot-News, for Dauphin County. Separate County

organizations were established as requested by the Coordinator for Region III. However, the three men, long experienced in the continuing work of the Capital Area Youth Forum, continued to work together in furtherance of the Governor's Committee on Children and Youth. Hence, the separate Tri-County Committee report.

c. Types of Meetings and Participation

(1) Capital Area Youth Forum had individual conferences, discussion groups, classes, seminars, "buzz-sessions," debates etc. in 33 senior high schools prior to the Forum itself which was held Friday, March 14, 1969 at Trinity High School, Shiremanstown, with 700 participants, all youth, 10th, 11th and 12th graders.

(2) Tri-County Meetings for White House Conference: 13

Sub-Committee Meetings: 11

Full Committee, Youth and Adults: 2

d. Survey

In the 1968 year, the Student Cabinet of the Capital Area Youth Forum, headed by John Nikoloff, then a senior at Central Dauphin East High School, designed a Survey to be administered to teen-agers in 10th, 11th and 12th grades in 30 senior high schools. Student Cabinet members designed the 80 questions that were asked of nearly 18,000 students. Their responses provide a vast storehouse of information on teen thinking, ideas, attitudes, beliefs etc. that cannot help but be invaluable to the Governor's Committee on Children and Youth and to the 1970 White House Conference.

e. The 1969 Youth Forum

With the vast storehouse of survey information available to them as concrete evidence of what teen-agers in the Tri-County (Cumberland, Dauphin, Perry) area really think. As indicated previously, the 700 participants in the 1969 Youth Forum wanted to find ways to "bridge gaps." A Resolutions Committee, headed by Frank Demmy, Central Dauphin senior was established together with a Topics Committee, headed by William McDaniel, Cedar Cliff senior. Donald Elfenbein, John Harris senior, was Teen Chairman. Elfenbein is Dauphin County Youth Chairman for the White House Conference on Children and Youth.

Six topic areas covering "gaps" between nations (I), between races (II), within the individual (III), in the education system (IV), between groups (V), between individuals and government (VI) were established. Groups were further subdivided into rich-poor, urban-suburban and young-old.

Tentative resolutions, called statements, were set up based on recommendations from the individual schools. These statements were explored at the schools in classes, discussion groups, debates, panels, "buzz-sessions", assemblies and in many other ways.

On March 14, 1969, the 700 participants discussed in detail through individual workgroups the resolutions. A great deal of the

discussions was televised by WITF, Channel 33, in a two-hour program presented March 20, 1969. The Youth Forum was part of "The Honest Generation" series of four March programs telecast by WITF. Media coverage of the Youth Forum, particularly by the Harrisburg (Pa.) Patriot-News, was outstanding.

SECTION III. Sub-Committee Findings

a. Youth Values

In the field of Youth Values, the Tri-County Chairmen and the Dauphin County Chairman did not stress this aspect particularly because so much of this material was covered thoroughly and adequately by the Capital Area Youth Forum which is an outgrowth of the 1960 White House Conference on Children and Youth program in the Tri-County (Cumberland, Dauphin, Perry) area and has existed for the past 10 years. The views of 17,817 teen-agers in 30 Central Pennsylvania senior high schools including all in the Dauphin, Perry and Cumberland County areas were obtained in 1968 through a Survey (Appendix 1). These teen-age opinions and thinking were reinforced by more than 700 1969 Capital Area Youth Forum participants representing teen-agers in 33 schools. The 1969 group addressed themselves to the problems of "bridging gaps" or finding "ways to bridge gaps that exist in ourselves, in our nation and in our world." The 1969 Capital Area Youth Forum report is Appendix II.

b. Home Life

The Home Life Committee was headed by Miss Pamela Hurd, now a 1969 Central Dauphin High School graduate. Mr. William Johnson, Special Assistant to Gov. Shafer, was Adult Chairman. The report of this committee is shown as Appendix III. It is a very thorough analysis by a dedicated young woman and her committee for which she deserves much praise. The comments made on page 7 of her report regarding the "Youth and the Outside World" deserve reading by today's teens who may feel alienated and estranged in a society that seems too busy to bother with them.

Unfortunately, on page 8, Pamela and her committee utter a cry of "Who's listening?" in regard to apparent adult disinterest. This is an area of great concern to this committee--how can we get through to more adults the necessity of facing up squarely to society's problems and doing something about them?

c. Education

In the field of Education, the report was prepared and submitted by Miss Patricia Dye, then a senior at Cedar Cliff High School, who has now been graduated. Miss Dye deserves praise for the great deal of time and attention she gave to her responsibilities. She is a tireless worker.

The Education Committee report, Appendix IV, is a generalized indictment of certain aspects of the educational program. Unfor-

tunately, the remarks are generalized in nature and need more specificity and back-up evidence. The comments that "there are thousands of people with an aversion to personal involvement, and, occasionally, an insensitivity to human suffering," certainly has some truth and some validity, particularly in view of the comments made on page 8 of the Home Life report.

However, the Education report does not take into account, for example, the millions of people throughout the United States who volunteer to give unselfishly of themselves, their time and their talents to further such causes and organizations as the American Red Cross, the American Cancer Society, the Tri-County United Fund and its 47 member agencies, the Goodwill Industries, the Volunteers of America and many others.

The comment on page 2, Appendix III (Education report) that it is "instilling of a middle class mind-set upon students, and the concept of the public school as reflecting local community values and norms" is another inaccurate phrase. It is the same parents, the same school systems and the same middle class predominately white teen-agers that attached through the Capital Area Youth Forum on a specific issue basis the "gaps" of black-white, urban-suburban, old-young and many others. This is not mind-set on the part of students, teachers, administration, the school boards or parents.

d. Youth Forum

(1) Black Heritage

One of the statements (resolutions) presented to the 1969 Capital Area Youth Forum, II-1, called for the "acceptance of the Black heritage, and for social and political equality to be given the Black man by all Americans . . . We call for complete and total integration of all aspects of American life, and plead for all Americans to come together in a search for freedom and fullness in life."

This resolution was adopted by a vote of 71% for and 29% against although the student population as revealed by the 1968 Capital Area Youth Forum survey of 17,817 teen-agers in 30 senior high schools in the Central Pennsylvania area revealed 89.9% Caucasian and 6.2% Negroid. The response to this question is not middle class white mind-set.

(2) Race Separation

Resolution II-4 pertained to black student demands by some groups for "separate facilities," i.e., separation of races. The final resolution adopted said:

> We feel blacks should be given more active roles in school administration and student government, along with white students. More courses pertaining to

> black culture and history should be instituted into college curriculas. These and other ways, through a joint effort of whites and blacks, administrators and students alike, a more meaningful life in the universities of America may be had.

This was adopted by a 100% unanimous vote.

(3) School Segration

Thoughtful was the approach of the 1969 Capital Area Youth Forum in which students from 34 schools participated. On the question of immediate end to "segregation in schools," II-7, they voted "no." The 70% to 30% "no" vote was occasioned by their belief, expressed in discussion, that end to segregation and the re-distribution of blacks in white schools had to proceed gradually.

(4) Excessive Abuse, Right of Dissent

The student participants did not want any more violence and they were well aware of the problems, financial as well as otherwise, in transporting students from one area to another over considerable distances in many cases. This is indicated in another area of statement VI-1, pertaining to excessive abuse of the right of dissent in America. By a 58% for vote, the group believed:

> The Youth Forum recommends, for prevention of illegal acts associated with dissent, the organization and establishment of an arbitration board empowered to hear the position of both sides of the dispute in order to facilitate the understanding of the problem and to offer possible settlement within the framework of our democratic process.

(5) Exclusive Clubs

At the same time, the students voiced their disapproval of white clubs who restrict membership. "Only when all functions of society are integrated can resolutions be reached to our racial problems." "We call on all members of such clubs to fight within their clubs to change racist policies, to fully publicize their efforts, and only to retain membership in those organizations whose aims are morally compatible with its practices. We go on record as condemnatory of all organizations which espouse high ideals of brotherhood, yet in practice refute those ideals." Resolution II-2 was adopted by a 99% vote. This is not white mind-set.

(6) Lower Voting Age

The Capital Area Youth Forum participants believe that if a teenagers should be called upon to fight for his country at 18, he should have the right to vote. The "knowledge" and "sophistication" of today's teens was given as a reason for an 82% vote to reduce the voting age to 18 and the adoption of statement VI-2.

(7) Minority Affairs Courses

In the area of "Gaps Within the Educational System," resolution IV-5, only a show of hands was used in the discussion groups because there was almost 100% acceptance of the proposition that "courses concerned with minority affairs would provide for the student a better understanding of the situation and his role in solving social problems. Minority groups (including blacks) are vital parts of our nation today and their heritage cannot be divorced from the story of the American past." However, the more than 700 participants believed that because of "the present position of this country with respect to matters of integration, racism and black power, subjects pertaining to minority affairs should be treated within the context of existing curricula."

(8) Student Unions

Student courts and student unions were rejected by the Capital Area Youth Forum participants on the grounds that "student union would be no different that the student council and that administration would push 'it' into reflecting administrative thinking." The better approach, the participants believed, "was for students to influence parents, who, in turn, can influence the school board" on such matters as curriculum chances and choice.

The consensus of thinking was that "student councils should be truly representative of the student body and do what they are supposed to do," (i.e.), "present student opinion to the faculty and to the administration and get things done."

(9) Lower Drinking Age

Although a number of their peer group believed that "all laws currently prescribing a minimum drinking age should be abolished," the teen-agers from 33 schools voted by a 65% margin that the drinking age be maintained at 21 and to reject resolution III-4.

(10) Church Irrelevancy

The irrelevancy of the church in modern society came in for considerable youth comment. Without a percentage vote, resolution III-5 was adopted, with the following comments:

> In the past two decades, there has come about a drastic decline in the attendance of church by the youth of our nation. Today's youth feel that the church is not [illegible]

worthwhile because it is failing to do what it proposes. The church emphasizes the history of the past and is not responsive to the needs of the present. It says it believes in helping those who are poor and needy, yet most of its money is spent to build and maintain large buildings and to support questionably useful projects. The church idealizes brotherhood, yet is one of the most segregated institutions in the country. For these reasons teen-agers feel alienated and either directly oppose the church or are apathetical towards it. There is no place for the teenager in the church of today.

In order to regain the support of young people, religious institutions must free themselves from complacency. There must be a change in stress from presenting religion in a strictly historical sense to the application of basic doctrines as guidelines in the complex and disturbing present. The church must serve as a stimulant for personal thought by presenting contemporary problems to the people. This can only be done if the church modernizes its approach to religion. Such previously unorthodox methods such as the utilization of jazz services, group participation and youth-led services can serve to make the church part of the contemporary world and allow it to become a more meaningful part of the modern church member's life.

(11) Legalized Marijuana

On the broad subject of "Gaps Within the Individual" resolution III-2, Capital Area Youth Forum participants rejected the idea that "marijuana should be legalized." The reason that 65% of the participants rejected this proposal was "it could encourage overall drug use and pave the way for hard line (heroin, etc.) drug use."

(12) Police Image

Capital Area Youth Forum participants were well-aware of the rising crime rate and whether or not "police were fulfilling their role as 'public protectors.'"

Citizens no longer look upon policemen as their protectors but as their adversaries. There is a lack of responsibility on the part of the citizen to recognize the police force as the deterrent of crime. Until this gap is bridged, we feel that crime rate will continue to climb.

By a 72% vote, participants called for "improvement of the image of police" and advocated that "law officers become involved in social aspects of the community."

> Better publicity for the police force should be undertaken on the local level. Police should work to improve their image and grade school children should be taught the proper role of the policeman in order that respect for them may grow. If this respect does not evolve, we feel that it may be necessary to increase the power of the police to gain respect and effectiveness through strength.

(13) Hippie Image

Youth Forum members by a vote of 78% adopted statement V-8 referring to the gap between the "Hippie" and society. Calling for greater recognition of the "Hippie" movement and its "idealism," the Youth Forum proposed

> That the hippie element be regarded more seriously and that their full potential to bring about change be realized. In view of this realization, it may be necessary to accept some hippie ideas in order to protect and improve the present social structure.

(14) Viet Nam War

Although President now has called for a gradual withdrawal of American forces from Viet Nam, the Capital Area Youth Forum participants rejected by a 66% vote statement I-2 which called for the "United States to accept the National Liberation Front as a legitimate political organ, . . . the withdrawal of its (the United States') troops from Viet Nam, and through all of the diplomatic powers under its influence, seek to establish a United Republic of Viet Nam headed by a coalition government under the direction of Ho Chi Minh." In the "Gaps Between Nations" topics for the 1969 Capital Area Youth Forum, only statement I-2 is relevant to the Education, Youth Values and Home Life topics of the Governor's Committee on Children and Youth.

(15) Birth Control

On the subject of birth control, by a 56% vote, Youth Forum participants adopted resolution III-6 and recommended that "the federal, state and local governments pursue a vigorour program of birth control education, and that appropriate materials be supplied without cost to all married women upon request.

SECTION IV.

a. Tri-County recommends

(1) We call for total and complete integration of black people into all aspects of American life.

(2) We believe that black people should be given more active roles in school administration and student government along with white students.

(3) There should be more courses pertaining to the black heritage, the black culture and the black history, but these should not be separate and distinct entities but should be integrated into the total history and social science course presentations.

(4) However, the Committee emphasizes that if recommendations 1-3 are to be consumated, there must be an awareness of what "all this" really does for the black and there has to be a complete acceptance by black elements that responsibility goes with privilege and opportunity and that these are one and indivisible.

(5) The Committee calls special attention to the article, "The Black Man's Route to the Top," by Sir Arthur Lewis, which appears in the August, 1969 issue of Reader's Digest. A distinguished member of the black community, the former vice chancellor of the University of the West Indies demonstrates the folly of those angry young militants who demand segregation in reverse:

> The road to the top in the great American corporations and other institutions is through education. Scientists, engineers, lawyers, financial administrators, Presidential advisers -- all these are recruited from the university. . . . The breakthrough of the Afro-American into these colleges is therefore absolutely fundamental to the larger economic strategy of black power.
>
> For a so-called militant to abuse a successful Afro-American for having, by virtue of extreme hard work and immense self-discipline, managed to get to the top of the outside world, instead of having devoted his energies to being (in the neighborhood) a social worker or a semi-politician is absurd. Rising from the bottom to the middle or top, in the face of stiff white competition, prejudice and arbitrary barriers, takes everything a man can give it. It is our militants who should month-by-month chalk up the score of those who have broken through, and hold it up before the young.

> Some of our leaders who have just discovered the potential strength of neighborhood self-segregation have got drunk on it. But community power is not an alternative to the struggle for a better share of the integrated economy outside. The way to a better share of this is through the integrated colleges. If we enter them merely to segregate ourselves in blackness, we shall lose the opportunity of our lives.[1]

(6) The Committee deplores excessive abuse of the right of dissent and calls for voluntary restraint on the part of participants with contra-opposed parties working in concert toward amicable resolutions of difficulties. The Committee does not recommend the establishment of compulsory arbitration but urges fair and equitable settlement of problems within the framework of our democratic situation.

(7) We go on record as condemnatory of organizations which espouse idealism and brotherhood and who, in practice, refute these professed ideals by permitting discriminatory practices in regard to color, creed or national origin.

(8) The Tri-County Committee urges the state legislature to act immediately to lower the voting age to 18 years.

(9) Institution of minority affairs courses was discussed in (3).

(10) The Tri-County Committee does not advocate student courts or student unions but recommends that school administrations take the necessary action to insure that student councils are representative of the total student body and perform the tasks they are supposed to accomplish. Student councils should present student opinion to the faculty and the administration.

(11) In the interest of the health and welfare of teen-age youngsters, the Tri-County Committee goes on record as opposing strenuously lowering the drinking age from 21 years.

(12) The Committee is concerned with the irrelevancy of much of church activities in the present society and urges the clergy to join with the laity, and particularly young people, in reappraising the role of the church as America enters the 1970-1980 period.

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1. Sir Arthur Lewis article, "The Black Man's Route to the Top," appeared originally in University: A Princeton Quarterly (Spring, '69) and was condensed and reprinted in Reader's Digest for August, 1969, pp. 157-164. Knighted by Queen Elizabeth in 1963, Sir Arthur Lewis currently is professor of economics and international affairs at Princeton University.

(13) The Tri-County Committee does not believe that marijuana should be legalized.

(14) The Tri-County Committee urges the Governor and the Attorney General to join with the State Police Commissioner and others in an ambitious program designed to raise the image of the individual policeman as a public protector and not as an adversary. Police at all levels should be required to take "sensitivity" training, particularly in dealing with minority problems and ghetto people. The police should be encouraged to participate in the social work of the community, particularly among youth.

(15) The Committee believes that efforts should be undertaken to encourage "hippie" return to the mainstream of our society. This is a long-term effort which involves determination of the root causes of alienation of these people in the first place.

(16) The Committee urges dedicated and interested Americans to give support to President Nixon and his Administration in his program to secure just and honorable peace in Viet Nam and the eventual withdrawal of American troops from Southeast Asia. The Committee does not make a formal recommendation in this sphere.

SECTION V.

The Tri-County Committee believes that the Capital Area Youth Forum has been a worthwhile program and intends that it should be retained during the 1970-80 period. It urges other areas to investigate the program and to determine if similar programs could be worthwhile in other areas of the Commonwealth.

PUBLIC INFORMATION

In both the Tri-County Committee for the White House Conference on Children and Youth and also for the Capital Area Youth Forum, there is a Public Information Committee. Mrs. JoAnn (Messersmith) Mitchell, a second year law student at Dickinson College, was Public Information Chairman and Adult Adviser for the Youth Forum. Mrs. Mitchell did an outstanding job in both capacities and deserves the commendation and warmest thanks of the committees concerned. WITF-TV, WTPA and the Patriot-News were most cooperative in all phases of the program.

The Tri-County Committee urges other counties to have workable public information committees for the work of the Governor's Committee on Children and Youth so that the public may be completely informed as to the nature, scope and importance of this activity.

No lists of committee members are forwarded with this report as they were submitted with the individual county reports.

ACKNOWLEDGEMENT

The Committee expresses its great appreciation to Brother Elias Andrew, F.S.C., Principal of Trinity High School, for his school's hosting the 1969 Capital Area Youth Forum. Our thanks and appreciation also go to Mr. Edward Palmer, Principal of Lebanon Senior High School, Adult General Chairman, for the 1969 Capital Area Youth Forum and whose school will be the location of the 1970 Forum on March 13. Our special appreciation goes to Mr. William D. Cotter and the late Mr. Felix Geisler for their valuable assistance in helping to prepare and computer process the survey and to Mr. John Caruso for preparing the Cobol program. Without their assistance and that of Mr. Robert Bartlett, Commonwealth Secretary of Highways, Mr. Warner DePue, Commonwealth Secretary of Revenue and Mr. Robert Hetherington, Public Information Director of the Department of Highways, it would have been impossible to complete the program.

There are many other persons who deserve praise and commendation for their assistance in the Tri-County area. However, the list would be numerous and lengthy. To these, we give a most sincere "thank you."

1968

Student Survey Results

PURPOSE

The purpose of the Capital Area Youth Forum shall be to provide opportunities for our youth to participate in and become a part of those democratic processes and experiences deemed to be vital to the growth and training of desirable citizens in a free society.

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Introduction

The purpose of the 1968 Capital Area Youth Forum Student Survey was to discover teen-age thinking, ideas, views, trends, attitudes, beliefs and tastes. Specifically, the purpose was to find out what teens really think about the many and complex problems that face their generation.

In answering the questions, every effort was made to retain anonymity and eliminate personal risk on the part of the 10th, 11th and 12th graders in 30 Harrisburg area senior high schools who answered the 80 questions. Students were asked to be honest and truthful in marking their responses with a No. 2 pencil on electronic data processing IBM answer sheets. They were asked NOT to reveal their identity in any manner or to sign their names to the answer sheets.

Printed herein are the response percentages for each question for the 17,817 10th through 12th grade students who completed the questionnaire. For convenience of the reader, the original instructions to the students plus a sample answer sheet also are printed herein.

The Patriot and The Evening News is proud to have sponsored the Capital Area Youth Forum program as a community service since its inception nearly eight years ago. Newspaper management acknowledges with great appreciation the amount of time and effort that the 1968 Youth Forum Student Cabinet devoted to the survey questionnaire in an effort to learn what "teens really think."

At the same time, the Patriot-News also expresses its great appreciation to the Adult Steering Committee, headed by Brother Elias Andrew, F.S.C., Principal of Trinity High School; to the Student Cabinet Adviser, Miss Linda L. Bowman and to the many other persons who gave unselfishly of their time and talent over the years in fostering the Capital Area Youth Forum and in this instance, in helping with the survey program.

The Patriot-News Co.

Capital Area Youth Forum

(ORIGINAL LETTER TO STUDENTS AND INSTRUCTIONS)

Please Read This Carefully

Dear Student:

The purpose of this questionnaire is to discover teen-age thinking, ideas, views, trends, attitudes, beliefs and tastes. Specifically, the purpose is to find out what teens really think about the problems that face their generation.

In answering the questions, there will be no personal risk on your part. Please DO NOT sign your name or in any other way indicate who you are.

We appreciate your cooperation in answering the questions honestly and truthfully. Before you begin, please read the brief instructions printed below. Thank you.

1968 Capital Area Youth Forum
Survey Committee

INSTRUCTIONS

1. Please use only a No. 2 pencil.
2. Answer Question 1 FIRST, then Question 3 *NOT* 2.
3. Then Question 5, then 7, then 9, 11, 13, 15, etc.
4. When you have finished with 99, go to the top of the second column and answer Question 2, then 4, 6, 8, etc. There are 80 questions in all.
5. DO NOT WASTE TIME. Answer what you think BEST answers the question.
6. MARK ONLY ONE of the dotted spaces. Fill in the dotted line of an answer space completely.
7. Please DO NOT FILL in more than the dotted line space or give two answers to the same question or the electronic data processing equipment will reject your answer sheet. Your sheet will also be rejected if any question is unanswered. If you do not wish to answer a question, or if you are not satisfied with any of the answer choices, mark the "O" (no answer) slot. For each question there must be one and only one answer.
8. Please try NOT to erase. If you *MUST* erase, do it cleanly.
9. Now go to the next page and start answering Question No. 1.

THANK YOU!

PARTIAL SAMPLE OF ORIGINAL IBM ANSWER SHEET USED FOR RESPONSES

| | | |

GENERAL

1. What is your favorite leisure time activity?

0.	No answer	1.5%
1.	No preference	5.9
2.	Participation sports	25.4
3.	Spectator sports	6.8
4.	Watching television	11.5
5.	Reading newspapers	0.4
6.	Listening to radio	8.2
7.	Listening to records	10.3
8.	Dancing	8.7
9.	Other	20.8

3. How many minutes each weekday do you spend watching television?

0.	No answer	3.1%
1.	None	3.6
2.	15 minutes	2.8
3.	30 minutes	8.1
4.	45 minutes	2.9
5.	1 hour	13.3
6.	1 hour and one-half	10.9
7.	2 hours	17.1
8.	3 hours	14.2
9.	More than three hours	23.5

5. How many minutes each weekday do you spend listening to radio?

0.	No answer	4.8%
1.	None	5.3
2.	15 minutes	13.2
3.	30 minutes	13.7
4.	45 minutes	7.0
5.	1 hour	14.8
6.	More than one hour	40.8

7. How many minutes each weekday do you spend reading newspapers?

0.	No answer	5.1%
1.	None	8.2
2.	15 minutes	47.3
3.	30 minutes	21.8
4.	45 minutes	5.8
5.	1 hour	5.6
6.	More than one hour	5.8

9. What is your favorite TV program?

0.	No answer	5.7%
1.	Mission Impossible	17.3
2.	Star Trek	12.5
3.	Smothers Brothers	14.6
4.	Tonight Show	3.4
5.	Dean Martin	5.9
6.	I Spy	7.9
7.	Mannix	3.0
8.	Sports Specials	8.0
9.	Other	21.2

11. Which daily newspaper do you read most frequently?

0.	No answer	8.7%
1.	Harrisburg Patriot	24.2
2.	Harrisburg Evening News	50.8
3.	Philadelphia Inquirer	1.4
4.	Philadelphia Bulletin	0.4
5.	New York Times	2.1
6.	New York Daily News	0.8
7.	Other	11.2

13. What radio station do you listen to most often?

0.	No answer	2.4%
1.	FM Radio	2.6
2.	WHP	2.5
3.	WSBA	11.7
4.	WFEC	54.9
5.	WCMB	2.4
6.	WKBO	1.1
7.	WIOO	16.1
8.	WORK	0.2
9.	Other	5.6

15. What changes would you most like to see on TV?

0.	No answer	10.1%
1.	No changes	8.2
2.	More comedy shows	9.4
3.	More Westerns	2.8
4.	More drama	4.8
5.	More documentaries	2.8
6.	More teen programs	21.8
7.	More movies	21.0
8.	More Specials	11.1
9.	Other	7.6

17. What changes would you most like on the radio station you listen to most frequently?

0.	No answer	14.9%
1.	More FM music	4.3
2.	More "rock" music	17.9
3.	More "soul" music	42.1
4.	More "folk" music	5.7
5.	More D.J. "yak"	0.6
6.	More world and national news reporting	2.0
7.	More local news	1.1
8.	More school news	4.7
9.	Other	6.1

19. What interests you most in newspapers?

0.	No answer	6.1%
1.	Front page	17.0
2.	Sports	26.9
3.	Women's news	10.0
4.	Local news	5.4
5.	School news	4.7
6.	Editorial page	2.3
7.	Comic pages	19.7
8.	Advertising	3.6
9.	Other	3.8

21. What is your favorite newspaper column?

0.	No answer	33.7%
1.	Dear Abby	36.0
2.	Ann Landers	8.6
3.	Paul Beers	2.4
4.	Earl Wilson	1.0
5.	Walter Winchell	1.4
6.	Leonard Lyons	1.0
7.	Evans and Novak	0.4
8.	Victor Reisel	0.3
9.	Other	14.7

23. What is your favorite newspaper feature?

0.	No answer	18.8%
1.	Reading for Relaxation page	4.4
2.	Young America page	6.4
3.	This Generation page	9.5
4.	Horoscope (Astrological Forecast)	20.9
5.	Crossword Puzzle	2.4
6.	Stock Market page	3.0
7.	Amusement page	15.4
8.	Daily TV Schedules	5.0
9.	Other	13.8

25. What is your favorite newspaper comic strip?

0.	No answer	8.2%
1.	Blondie	15.9
2.	Dick Tracy	4.0
3.	Wizard of Id	7.2
4.	Beetle Bailey	17.0
5.	Steve Canyon	1.0
6.	Li'l Abner	5.5
7.	Tales of Green Beret	2.5
8.	Smith Family	17.5
9.	Other	20.6

27. What change would you most like to see in the newspaper you read most frequently?

0.	No answer	17.1%
1.	More high school coverage	23.5
2.	More girls' sports news	4.7
3.	More auto racing news	8.0
4.	More pictures	4.4
5.	More teen fashion news	12.2
6.	More local news	4.0
7.	More world and national news	6.2
8.	More on Viet Nam	10.5
9.	Other	8.8

SCHOLASTIC

29. Do you copy homework?

0.	No answer	3.3%
1.	Never	15.5
2.	Seldom	66.5
3.	Frequently	12.4
4.	Always	1.9

31. Do you give or obtain answers illegally during tests?

0.	No answer	7.9%
1.	Never	38.9
2.	Seldom	45.3
3.	Frequently	7.8

33. Why do you cheat?

0.	No answer	18.0%
1.	I do not cheat	37.3
2.	To get good grades for college and jobs	16.4
3.	Pressure from parents	7.4
4.	Others do it	3.0
5.	See nothing wrong with it	2.9
6.	To get away with it	2.1
7.	I do not know why I cheat	12.4

35. What is your attitude toward school?

0.	No answer	7.3%
1.	I do what is required and more	25.4
2.	I do what is required of me	52.5
3.	I do less than is required of me	6.9
4.	I don't care	7.7

37. Should voluntary devotions be allowed in public schools?

0.	No answer	17.2%
1.	Yes	72.9
2.	No	9.8

39. What changes would you like to see in your school curriculum?

0.	No answer	12.1%
1.	No changes	11.8
2.	Increased math programs	4.1
3.	Increased science programs	4.9
4.	Increased foreign language programs	4.8
5.	Increased social studies programs	2.1
6.	Increased depth study in English	1.9
7.	More independent study and research	15.8
8.	Variations in your curriculum, such as philosophy or psychology courses	20.5
9.	Other	21.4

41. Should all high schools offer the same courses and have the same grading system?

0.	No answer	8.9%
1.	Yes	52.2
2.	No	38.7

43. Do you plan on a higher education?

0.	No answer	10.5%
1.	No	19.6
2.	Yes, in Pennsylvania	46.3
3.	Yes, outside of Pennsylvania	23.4

CIVIL RIGHTS

45. My race is:

0.	No answer	1.9%
1.	Caucasian (white)	89.9
2.	Negroid	6.2
3.	Mongolian	0.8
4.	Other	1.0

47. Would you date a person of a different race?

0.	No answer	13.4%
1.	Yes	22.3
2.	No	64.2

49. How would you react to one of your friends dating a person of a different race?

0.	No answer	9.7%
1.	Reject him	6.6
2.	Retain friendship	46.5
3.	Would not be as good a friend, but would still maintain some kind of relationship	20.2
4.	Try to change his mind	16.7

51. Would you date a person who has dated interacially?

0.	No answer	25.5%
1.	Yes	32.1
2.	No	42.3

53. Why do you oppose racial intermarriage?

0.	No answer	9.2%
1.	I do not oppose racial intermarriage	16.5
2.	See nothing wrong with it	5.9
3.	Have fear that children of this union would be rejected by society	36.3
4.	Feel that the races were not meant to intermarry	23.0
5.	Feel that it would help quell racial tensions	2.0
6.	No particular reason	6.8

55. Why are you racially prejudiced?

0.	No answer	15.2%
1.	I am not racially prejudiced	56.0
2.	Feel my race is superior	5.7
3.	Opposite race is not my social equal	3.3
4.	Inherited this prejudice	6.7
5.	My friends don't accept the opposite race, so therefore I don't either	1.6
6.	No particular reason	11.1

57. Would you reject or object to a person of another race moving next door to you?

0.	No answer	12.6%
1.	Yes	16.5
2.	No	70.7

59. Should schools be integrated?

0.	No answer	16.5%
1.	Yes	52.7
2.	No	30.6

61. Would you participate in a civil rights demonstration?

0.	No answer	14.6%
1.	Yes	16.7
2.	No	68.6

NATIONAL PROBLEMS

63. Should armed forces inductees be chosen by:

0.	No answer	15.4%
1.	National lottery (men chosen at random)	6.3
2.	Classification (present system)	53.2
3.	All men should serve	24.8

65. Should the federal government be solely responsible for poverty-stricken areas?

0.	No answer	9.4%
1.	Yes	23.3
2.	No	67.1

67. Should the present poverty program be:

0.	No answer	5.9%
1.	Increased	41.9
2.	Decreased	11.2
3.	Maintained	16.0
4.	I do not know	24.7

69. Is draft-card burning morally justified?

0.	No answer	13.0%
1.	Yes	14.1
2.	No	72.7

71. Is the pledge of allegiance a habit being said without thought of meaning?

0.	No answer	8.9%
1.	Yes	67.8
2.	No	23.1

73. Should the voting age be:

0.	No answer	3.0%
1.	17	3.8
2.	18	46.3
3.	19	7.0
4.	20	3.9
5.	21	32.9
6.	Over 21	2.7

75. Should the space program be allotted:

0.	No answer	15.7%
1.	More funds	26.6
2.	Less funds	17.0
3.	Present funds adequate	40.5

77. Do you support President Johnson's domestic policy?

0.	No answer	35.6%
1.	Seldom	24.7
2.	Never	15.4
3.	Frequently	20.9
4.	Always	3.1

79. Do you support President Johnson's foreign policy?

0.	No answer	28.1%
1.	Seldom	25.7
2.	Never	18.9
3.	Frequently	21.7
4.	Always	5.3

VIETNAM

81. Generally, is our position in Vietnam justified?

0.	No answer	12.3%
1.	Yes	56.6
2.	No	31.0

83. Is the United States trying hard enough to arrange peace?

0.	No answer	10.3%
1.	Yes	35.8
2.	No	53.7

85. Should the United States pull out of Vietnam?

0.	No answer	7.1%
1.	Yes, no matter what	10.8
2.	Yes, only after a negotiated peace	43.9
3.	Yes, only after military victory	12.4
4.	No	25.5

87. How should we change our war effort in Vietnam?

0.	No answer	9.9%
1.	Increased bombing	22.4
2.	Increase number of troops in South Vietnam	2.4
3.	Invade North Vietnam	12.5
4.	Overall military build-up	10.6
5.	Halt bombing with hope of negotiated peace	9.9
6.	Gradual decrease and eventual pull-out	5.2
7.	Hold only strategic defensive positions	2.8
8.	Stay the same	4.4
9.	Don't know	19.4

WORLD PROBLEMS

89. What do you think is the answer to the world's poverty problem?

0.	No answer	7.8%
1.	Education	16.9
2.	Birth control	15.1
3.	Economic aid	4.4
4.	Development of human and natural resources	7.2
5.	All of these	48.3

91. Do you believe that all nations should disarm?

0.	No answer	18.0%
1.	Yes	27.7
2.	No	54.1

93. What trouble spot do you feel poses the greatest threat to world peace?

0.	No answer	9.6%
1.	United States	2.0
2.	Russia	16.3
3.	Red China	55.7
4.	France	1.0
5.	Middle East	3.5
6.	Southeast Asia	9.0
7.	Greece	0.0
8.	Cuba	0.7
9.	Other	1.9

95. Should the U. S. give aid to Communist countries?

0.	No answer	16.5%
1.	Yes	14.7
2.	No	68.7

97. How should the U. S. change its foreign aid policy?

0.	No answer	30.9%
1.	Increase it	9.5
2.	Decrease it	21.2
3.	Limit only to those nations with pro-Western philosophies	18.6
4.	No change	19.6

99. Do you think the U. N. is necessary?

0.	No answer	8.8%
1.	Yes	81.9
2.	No	9.2

2. Is the U. N. achieving its goal as a peace-keeping organization?

0.	No answer	18.9%
1.	Yes	30.3
2.	No	50.7

4. Should Red China be admitted to the United Nations?

0.	No answer	16.9%
1.	Yes	33.3
2.	No	49.7

6 Do the U. N. troops serve a useful purpose?

0.	No answer	21.9%
1.	Yes	59.1
2.	No	18.8

8. Should the U. S. intervene in a country where a Communist takeover is likely?

0.	No answer	23.8%
1.	Yes	51.7
2.	No	24.4

DRINKING

10. Do you drink alcoholic beverages?

0.	No answer	1.6%
1.	No	42.5
2.	Once in a while	39.6
3.	Only at parties	3.4
4.	Only on weekends	5.9
5.	Very frequently	6.6

12. How much do you drink? Enough to cause:

0.	No answer	10.2%
1.	I do not drink	43.4
2.	Slight effect	26.9
3.	Pleasantly high effect	13.8
4.	Drunkenness	4.1
5.	Passing out	1.2

14. What do you drink?

0.	No answer	2.3%
1.	I do not drink	42.2
2.	Beer	9.1
3.	Whiskey	2.4
4.	Wine	6.2
5.	Mixed drinks	8.1
6.	Several of the above	13.8
7.	Most of the above	5.2
8.	All of the above	10.3

16. Why do you drink?

0.	No answer	10.2%
1.	I do not drink	42.8
2.	Enjoy it	30.9
3.	To conform with friends	3.7
4.	To be sociable	7.1
5.	To relieve tension	5.0

DRUGS

18. Have you ever taken:

0.	No answer	3.4%
1.	Addictive drugs (heroin, morphine, cocaine, etc.)	0.9
2.	LSD	1.6
3.	STP	0.3
4.	Marijuana	2.8
5.	Non-habit forming drugs (pep-pills, etc.)	5.4
6.	None	85.3

20. Have you ever personally been offered the opportunity to obtain illegal drugs?

0.	No answer	3.6%
1.	Yes	16.9
2.	No	79.4

22. Would you take any drugs if you had the chance?

0.	No answer	4.4%
1.	No	79.2
2.	Yes; addictive drugs	3.1
3.	Yes; LSD	2.3
4.	Yes; STP	0.3
5.	Yes; Marijuana	5.2
6.	Yes; non-habit forming drugs	5.2

24. Do you feel that the sale and use of marijuana should be legalized?

0.	No answer	7.4%
1.	Yes	17.0
2.	No	75.4

26. If marijuana were legalized, would you use it?

0.	No answer	7.3%
1.	Yes	10.6
2.	No	82.0

28. What do you feel should be done to discourage the use of illegal drugs?

0.	No answer	15.7%
1.	Education	19.2
2.	Stricter punishment for drug pushers	40.5
3.	Stricter punishment for drug addicts	8.6
4.	More rehabilitation and correctional centers for drug addicts	15.7

30. Should a drug addict be treated as a:

0.	No answer	10.6%
1.	Criminal	16.3
2.	Sick individual	72.9

32. Why do you feel there has been an increased popularity in drug usage?

0.	No answer	8.1%
1.	Curiosity	25.7
2.	Easy to obtain	7.3
3.	Lack of education	3.5
4.	Publicity	8.1
5.	Rebellion against society	15.2
6.	Tension	3.5
7.	Escape reality	19.3
8.	Others do it	7.2
9.	Other	1.6

SEX

34. How often have you indulged in necking?

0.	No answer	7.0%
1.	Never	20.8
2.	Once	5.3
3.	Seldom	23.6
4.	Frequently	43.0

36. How often have you indulged in petting?

0.	No answer	10.3%
1.	Never	35.4
2.	Once	7.4
3.	Seldom	22.7
4.	Frequently	23.9

38. Do you believe in sexual relations before marriage?

0.	No answer	12.6%
1.	Yes	37.4
2.	No	49.8

40. In the event of premarital pregnancy, do you feel marriage is the solution?

0.	No answer	5.2%
1.	Always	4.9
2.	Never	6.6
3.	Depends on circumstances	83.1

42. Do you believe in birth control as a means of family planning?

0.	No answer	11.5%
1.	Yes	47.2
2.	No	41.2

44. Under what circumstance(s) do you believe in abortion?

0.	No answer	12.4%
1.	Never	21.3
2.	To prevent harm to the mother	8.8
3.	To prevent the birth of a malformed child	5.6
4.	Illegitimacy	1.3
5.	To prevent the birth of a child conceived by rape or incest	7.5
6.	All of the above	11.9
7.	All of the above *except* illegitimacy	30.9

46. Do you believe abortion should be legalized?

0.	No answer	7.9%
1.	Yes	18.9
2.	No	26.7
3.	Only in specific cases	46.3

CRIME

48. Do you steal?

0.	No answer	7.6%
1.	Never	64.1
2.	Seldom	24.9
3.	Frequently	3.2

50. If you steal, why?

0.	No answer	9.7%
1.	I do not steal	64.8
2.	Really needed it	3.9
3.	Wanted to meet the challenge of getting it	6.3
4.	Really wanted it	5.6
5.	Other reasons	9.4

52. Do you know anyone who makes a habit of stealing?

0.	No answer	6.6%
1.	Yes	53.3
2.	No	40.0

54. How should we deal with a criminal convicted of first-degree murder?

0.	No answer	14.8%
1.	Death	31.1
2.	Sent to a rehabilitation or correction center	15.0
3.	10 years imprisonment	2.1
4.	20 years imprisonment	2.3
5.	30 years imprisonment	3.7
6.	Life-time imprisonment	30.7

MISCELLANEOUS

56. Which of the major problem areas discussed in this questionnaire concerns you most?

0.	No answer	17.4%
1.	Scholastic	14.1
2.	Civil Rights	7.3
3.	Drinking	3.9
4.	Crime	2.4
5.	Drugs	5.9
6.	World Problems	8.9
7.	Vietnam	12.0
8.	National Problems	3.1
9.	Sex	24.5

58. I am:

0.	No answer	5.0%
1.	A boy	47.6
2.	A girl	47.2

60. I am a

0.	No answer	5.2%
1.	10th grader	32.5
2.	11th grader	33.0
3.	12th grader	29.0

1969 CAPITAL AREA YOUTH FORUM

March 14, 1969

Trinity High School

Shiremanstown, Pennsylvania

FINAL REPORT

FOREWORD

The Capital Area Youth Forum in 1969 had a new focus. Youth was not satisfied merely to discuss issues but instead searched beyond for specific solutions to the major problems of today. By considering a series of resolutions in each of the six broad topic areas, we sought to begin to fulfill the forum's theme: "Bridging Gaps."

Admittedly, the forum had assumed an impossible task. We were attempting in one day of discussion to produce solutions to complex problems that have baffled men for generations. At the same time, however, we were taking on the valuable opportunity to confront problems that would significantly affect our lives.

Here, then, are the results of that confrontation. We sincerely hope that the gaps that divide people will be bridged and that our recommendations, if adopted, will help us reach that goal. We are confident of having bridged one gap already, however, regardless of the fate of our proposals: we have bridged the gap between ourselves and the important issues of our time.

DONALD S. ELFENBEIN
Teen Chairman
John Harris High School

PURPOSE

The purpose of the Capital Area Youth Forum shall be to provide opportunities for our youth to participate in and become a part of those democratic processes and experiences deemed to be vital to the growth and training of desirable citizens in a free society.

STATEMENT OF OBJECTIVES

We, the members of the 1969 Capital Area Youth Forum, seek to find ways to bridge the gaps that exist in ourselves, in our nation, and in our world. We hope that through the open discussion, the thoughtful analysis of problems, and the formulation of specific solutions, we can better prepare to become more responsible human beings and to build a better society.

GENERAL OUTLINE OF THE 1969 YOUTH FORUM

The work of the 1969 Cabinet began with its first meeting in August, 1968. Introductions and getting acquainted were the first order of business, and broadly based discussions on poverty, civil rights, Vietnam, and other subjects were held in order to define the framework for this year's Forum topics. After several such discussion meetings, under the temporary chairmanship of Miss Jo Messersmith, the Assistant Coordinator, it was decided that the Youth Forum should change its focus from seeking teen attitudes to finding workable solutions. Therefore, the 1968 survey was not renewed this year.

Several weeks were allowed for getting to know each other's capabilities and talents, and after this was accomplished, the Nominating Committee was chosen and set to work on a slate of officers and speakers. The committee suggested Don Elfenbein, John Harris, for Chairman; Randy Wert, from C.D. East, Vice-Chairman; Giovanna Verna, Bishop McDevitt, Recording Secretary; Mindy Bowman, Big Spring, Corresponding Secretary; Joyce Mader, Central Dauphin, Mistress of Ceremonies; and in the newly created position of Dinner Program Chairman, Suellen Wolfe of William Penn. The following Cabinet members were named as speakers: Barbara Carey, Camp Hill; Deb Wallet, Cumberland Valley; Marty Ress, Susquehanna Twp.; Steve Brinser, Newport; Ted Them, Mechanicsburg; and Bill McDaniel, Cedar Cliff. Tom Hoopes, Northern, and Frank Demmy, Central Dauphin, were nominated as alternate speakers. All of the nominations were accepted by the Cabinet.

Early in November, the Cabinet, using the previously stated discussions as a foundation, set about to choose a theme for the 1969 Forum. After numerous suggestions were discussed and rejected, "Bridging Gaps" was chosen as our theme. Soon thereafter, Cabinet members were divided among the five standing committees, Day Program, Evening Program, School and Community, Public Information and Dinner Program. The officers served as chairmen of the committees. Under this theme, it was decided, were many individual "gaps" such as the generation and credibility gaps. Discussion groups decided that they could be divided into six general and related areas. The topic groups agreed upon were Gaps Within Individuals, Gaps Between Groups, Gaps Within the Educational System, Gaps Between Races, Gaps Between the Individual and Government and Gaps Between Nations. Members of the Cabinet believed that this arrangement would provide sufficient coverage of topics and at the same time, limit overlapping.

Several other innovations were made in the Youth Forum format this year. It was agreed to suggest to the Adult Steering Committee the possibility of expanding the discussion sessions on the Forum day to include the morning hours in addition to the usual afternoon period. Suggestions were also made to the schools concerning the method of choosing representatives to the Forum. Another addition was the introduction of the resolution system for a discussion outline. These resolutions contained an analysis of the problem presented and a proposed, workable solution. The member schools submitted at least six but no more than thirty resolutions to the Cabinet, which amended them and chose eight for discussion in each topic area. This year's Cabinet also achieved a long-time Youth Forum goal. The entire Forum day was video-taped by WITF-TV for use in a lengthy presentation of the day's events, which was aired on March 20, 1969. Approximately seven hundred students from thirty-three area high schools participated in this event.

RANDALL WERT
Vice-Chairman
Central Dauphin East High School

SUMMARY REPORT OF THE
RESOLUTIONS COMMITTEE

In past years, delegates to the Youth Forum discussed general problems based on question outlines. This year, however, the Cabinet decided to shift the emphasis of the Forum from the discussion of problems to the discussion of solutions. To do this, the Forum was built around a system of resolutions, officially called " statements."

Under this system, each participating school was responsible to submit no less than five and no more than thirty statements. Each statement was to include a brief analysis of a specific problem and a proposed solution to that problem.

Once these statements were gathered by the Cabinet, they were turned over to the Evening Program speakers in each topic area. The speakers read through all the statements, edited and refined them, and finally returned eight statements in each area to the Resolutions Committee. The Resolutions Committee then rewrote and edited the statements, putting them in final standard form and typing them on stencils for printing. When the work of the Committee was finished, a total of forty-eight statements were ready for the Forum, or eight statements in each of the six topic areas.

On the day of the Forum, these statements were discussed and voted on. Recorders were instructed to carefully record all dissenting opinions, as well as any suggestions for amendment of the statements. The final reports of the speakers were based on both the formal voting and the discussion notes.

The following list is a brief summary of the forty-eight statements discussed by the Forum. It should be noted that many of these statements were voted down while others passed only by thin margins. The Roman numeral on each statement number refers to the Topic Area number.

I:1 Abolition of single power veto in U.N. Security Council.
I:2 Withdrawal of American troops from Vietnam and formation of a coalition government under Ho Chi Minh.
I:3 Admission of Red China to the U.N.
I:4 End of coexistence policies toward Communist world and firm resistance to spread of Communist rule.
I:5 Withdrawal of American recognition of Rhodesia, South Africa and Portuguese Angola and support of native African nationalists.
I:6 Pressure on American allies now ruled by minority or military dictatorships to institute immediate democratic reforms; support of popular revolutions against such governments if revolt should break out.
I:7 Support of the independence and sovereignty of Israel.
I:8 Poverty and hunger greater threats to free world than Communist aggression.
II:1 Acceptance of Black heritage and " complete and total integration of all aspects of American life."
II:2 Condemnation of racial discrimination in private clubs.
II:3 Integration of Black studies into all areas of education.
II:4 More Black control of schools, courses, student government.
II:5 Rejection of violence under any circumstances.
II:6 Renewed and extended attack on ghetto poverty.
II:7 Immediate end of segregation in American schools.
II:8 Demand for open housing legislation.
III:1 Legalization of abortion in all cases.
III:2 Legalization of marijuana.
III:3 Need for individual to seek his own moral code.
III:4 Abolition of minimum drinking age.
III:5 Inadequacy of traditional religion.

III:6 Government distribution of birth control materials.
III:7 Mandatory school courses in religion and philosophy.
III:8 Dedication to " seek a newer world. "
IV:1 Need for specialization in high school.
IV:2 Uniform grading system based on percentages.
IV:3 Need for powerful student unions in high school.
IV:4 Creation of student courts for student discipline.
IV:5 Need for minority affairs courses integrated into all areas of public education.
IV:6 Re-evaluation of classroom as center of education.
IV:7 Reform of tax system and school expenses aimed at better salaries for teachers and more intelligent educational spending.
IV:8 Need for improved communication between administration and students.
V:1 Need for more understanding of young people by elders.
V:2 Need for formation of a worldwide church.
V:3 Demand for Negative Income Tax.
V:4 Mobilization of industry in attack on poverty.
V:5 Stricter divorce laws among poor.
V:6 Need for federal action in " rural crisis. "
V:7 Need for respect and support of police.
V:8 Need to accept and listen to hippies.
VI:1 Arbitration Board to protect both the principle of majority rule and the right to dissent.
VI:2 Lowering of voting age to eighteen.
VI:3 Abolition of the Electoral College.
VI:4 Strict attitude towards militant or violent campus disorders.
VI:5 Legal responsibility of all Congressmen and Senators to submit annually a resume of all expenses, income, club memberships, stocks, etc. to protect against conflict of interest.
VI:6 Reduction of defense spending and placing of money thus saved in social programs.
VI:7 Support of selective conscientious objection.
VI:8 Creation of a uniform legal code for the entire United States.

FRANK DEMMY
Chairman of the Resolutions Committee
Central Dauphin High School

GAPS BETWEEN NATIONS

The 1969 Youth Forum members who discussed " Gaps Between Nations " based their work upon eight resolutions which are the results of the work within thirty-three area schools. The members discussed openly and freely without any restraint whatsoever. The following topics were the eight resolutions which were discussed, and the results of each shall accompany this report:

1. The United Nations Security Council should abolish the single power veto within its realms; thus, a majority of six of the nine security council member nations would be needed to either pass or reject any proposed measure by the United Nations.

   Fifty-four percent affirmative. Forty-six percent negative.

2. The United States should immediately withdraw its troops from Vietnam, and through all the diplomatic powers under its influence, seek to establish a United Republic of Vietnam, headed by a coalition government under the direction of Ho Chi Minh.

   Thirty-three percent affirmative. Sixty-six percent negative.

3. Red China should be admitted to the United Nations as a full and equal member, even if it is necessary to significantly reduce the power and influence of Nationalist China.

   Eighty-six percent affirmative, Fourteen percent negative.

4. The United States should assume a firm policy of containment in relation to the Communist world, and the free world must recognize the Communist world for the threat that it is and act accordingly, taking definite and firm action to stop any further spread of Communist power.

   Three percent affirmative and a surprising ninety-seven percent negative.

5. The African policy of our government should be redirected to support and encourage the development of African independence and nationalism and to oppose any attempts to establish outside control over Africa or to set up apartheid policies aimed at exploiting and ruling the Black majority.

   Twenty-three percent voiced acceptance, Seventy-seven percent voiced rejection.

6. The United States should pressure all of its allies that are ruled by the military or by minorities to institute immediate and significant reforms or face withdrawal of all United States aid, and the United States should not become involved in any manner, especially militarily, in the defense of unpopular governments from the revolt of the people.

   Twenty-nine percent voiced acceptance. Seventy-one percent voiced rejection.

7. The United States should declare its unconditional support for the freedom and independence of Israel by asserting Israel as a permanent, sovereign nation.

   Sixty percent affirmative, Forty percent negative.

8. The United States should re-evaluate its entire foreign policy and defense policy to the state that we become engaged in a total war against injustice and economic oppression.

   Sixty-one percent said yes. The remaining thirty-nine percent said no.

These facts and figures are fine, but perhaps more interesting are the reasons for voting in such a manner. The reasons for voting as they did demonstrate the problems and ideas that are turned over and over in the minds of today's youth. For example, the resolution stating that there should be a coalition government in Vietnam under Ho Chi Minh would have been more

desirable for discussion if it had called for a coalition government in which the candidates for office had been nominated by the United Nations and elected by the people. And, on the subject of putting a halt to Communism, the ninety-seven percent who voted against such a halt said that they did so because:

1. Communism is here to stay and there is nothing we can do about it.
2. Some countries need Communist trade to survive.
3. We don't know what it is like to live under Communism, so how can we condemn it?
4. Russia, or Communism, is steadily becoming more democratic - why should we stop it now?
5. Communism is good for some countries.
6. America would be hypocritical in eliminating Communism as a choice of government.

Then, on the subject of supporting Israel, the sixty percent who said we must do this, put it in terms of " pride," " integrity," and " being realistic in an approach to seek and establish world peace. "

Thus, you have seen our approach to bridging gaps between nations. We have shown you our methods of discussion, revision, acceptance, and rejection on world issues. We read about them in the newspapers, hear about them on the radio, and discuss them with our friends. But does anyone ever offer a solution to these problems? I think the 1969 Capital Area Youth Forum HAS.

THEODORE F. THEM
Mechanicsburg High School

GAPS BETWEEN RACES

We hear a great deal today of the crisis in Black and White that confronts America. On all sides, we are faced with the crises of race hatred, violence, and the destruction of the very fabric of our society. The problems seem increasingly insurmountable as each new year brings more enmity and more disunion. And it seems that Americans, both Black and White alike, are ever more taking the easy path - calling for increased segregation of the races as the only real answer to America's problems. They view the crisis as insurmountable: too dangerous and too complex to be solved. But when written in Chinese, the word crisis is composed of two characters: one represents danger, and one represents opportunity. The times we live in are dangerous and uncertain, but they are also more open to creative energy than any other time in history. The racial crisis in our country presents us with great peril - but it also offers us the chance to overcome age-old problems. We are faced with the danger of having our nation split asunder - yet we have the opportunity to build a meaningful pattern of life based on ideals and the brotherhood of man, the opportunity to realize the ancient dream of the Greeks: to tame the fierce west wind, and make gentle the life of the earth, not just for Whites, not just for Blacks, but for all men.

Perhaps in the field of education is the greatest remedy needed. Segregated systems are cheating the Black out of a decent education - the ghetto high school graduate receives the equivalent of an eighth grade education, and even so, only five percent of all Negro students in the seventh grade today will finish high school. We call for the strict enforcement of federal laws leading to the immediate denial of all funds and assistance in areas where segregation is flagrant. In districts where de facto segregation is apparent, a redress of the unbalanced situation must be made. But this re-balancing must not be in a forced, coercive manner, such as is involved in the busing of students from one area to another, for such methods can only lead to a deepening of hostilities.

Increased programs of Black studies, especially pertaining to Negro history in America, should be placed in our schools. These programs must be integrated into existing courses where possible and provided as separate electives while complete history courses are being readied. Coupled with this, we call for increaed hiring of minority teachers, if qualified, in all systems.

The problem of race is deeply rooted in the economics of poverty. The city, where the problems of the poor are greatest, is predominantly Black. Thus, any program which tries to relieve racial stress in America must also attack poverty. We call for increased programs to aid the poor, concerned especially in the areas of housing and urban development, education of young and old, on-the-job training, and a revision of the present welfare system. More control over such programs should be in the hands of those whom it directly affects, and not in charge of a bureaucrat in a government office.

Militarism, racism, and violence are fast becoming the hallmarks of American society. Reports and studies have warned of the splitting of America into separate societies, and in place of the drift toward integration, evident just six years ago, we see inceased calls for separation by Whites and Blacks alike. We of the Youth Forum call for the total acceptance of all minorities into all aspects of American life, from universities to private clubs. But rather than force acceptance such as this, or abandon hope in it altogether, we call for all men to accept their fellow citizens and to work for equality of opportunity for all Americans. We recognize the value of militant attitudes in a society slow to change - yet we reject the

simple acceptance of violence as a means of achieving an end. For we do not believe our society to be so decadent, so sluggish, that all channels of communication are closed, all paths to change exhausted. Yet we all must begin to recognize the need for change that is so evident today, before violent change is the only recourse left. We must begin to accept all men before those we reject become too estranged to work any longer within the system.

This, then, is what we propose. It seems an idealistic program, with little hope of realization. It would be easier, as we try to resolve this racial crisis, to say that idealism is fine for speeches, but that high-sounding rhetoric has no place in a harsh world. It seems only right that if we are to find a workable solution to our problems, beliefs in brotherhood and ideals must be sacrificed. But if we are to conquer the problems of bigotry and hatred, education and economics, subjugation and segregation, we must never abandon our beliefs. We must realize that idealism, deep convictions, and high aspirations are not incompatable with practicality and efficiency - that there is no basic discrepancy between what we desire to do to solve this crisis and what we can do to solve it. We know that these beliefs in the brotherhood of man and the goodness of our society in the face of such dangers risk much - but we also know that only those who dare to fail greatly can ever achieve greatly.

We did not choose to be faced with this problem. But the pressures of life are not distributed by choice. The commitments to resolve this crisis have been made for us by history - to fail in our duty, to call for separation or subjugation, to quit the struggle because it seems too difficult, would be to condemn us to every generation to follow. " And while no people have ever faced such a challange - no people have ever been so ready to sieze the burden and the glory of freedom " and equality.

We echo the words of a young poet, who wrote:

Deep in my heart,
I do believe,
We shall overcome, someday.

.....not Black or White, " but Black and White together, " dedicated to the common goals of mankind.

Results of the voting on the resolutions:

Resolution no.	For	Against
1.	71%	29%
2.	99%	1%
3.	86%	14%
4.	100%	0%
5.	57%	43%
6.	86%	14%
7.	30%	70%
8.	99%	1%

WILLIAM McDANIEL
Cedar Cliff High School

GAPS WITHIN THE INDIVIDUAL

The young person of today's society is baffled by a myriad of problems. He is faced by the mysteries of the older generation, Vietnam, the draft, and campus riots. But before he makes an attempt to solve these problems of his approaching adulthood, the teenager must resolve the conflicts within himself. He must come to grips with such publicized issues as drugs, sex, drinking, his religion and various moral questions. Only in facing these issues can the individual hope to bridge the gaps within himself.

The most publicized problem concerning teenagers is the use of drugs. Afew years ago, this issue was judged irrelevant in relation to the Capital Area. However, the use of drugs has become more widespread, and today there are few teenagers who do not know where to purchase marijuana in this area.

The original resolution on Marijuana stated that " marijuana should be legalized, however, only after extensive research has been done on its effects on the human body. " This resolution was defeated. Sixty-five percent of the Youth Forum participants argued that if marijuana were legalized, it would encourage overall use. They also stated that, although marijuana is not physically addictive, it may be psychologically addictive and lead to the usage of hardline drugs.

Most students who felt that marijuana should be legalized, stated that an age limit of eighteen should be established and that a drug control bureau should be set up. The distribution of drugs would be similar to the present sales standards of liquor.

One of the notes taken in a discussion of the elimination of the drinking age limit stated, " Age isn't stopping anyone." However, sixty-eight percent of the students felt that the present age limit should be maintained. Their main argument was that the same teenagers would be drinking, whether or not the drinking age was lowered or eliminated.

The legalization of abortions was one of the most heated discussions of the day. A scant majority of fifty-five percent argued that legalization was necessary to prevent the cripplings and fatalities that result from illegal operations. The majority felt that this should be a decision for the individual, not the government. Some stipulated that abortion should be legalized only in the case of rape. Others said that there should be a thorough investigation into the underworld of the illegal abortion.

Most teenagers today are drifting away from the traditional church, due to a lack of relevance to their lives. The church ideally should serve as a catalyst for personal thought. In this respect it has failed with the young person of today. We therefore recommend that the church adjust itself to the problems of the present by the use of guitar and jazz services and youth-led services.

Many students also felt that courses in basic religious philosophies should be taught in the high school.

Fifty-six percent of the Youth Forum participants felt that birth control devices and education should be made available through federal, state, and local governments. This program should focus on ghetto areas, but not ignore the upper and middle-class societies.

The final resolution, entitled " Towards New Shores,", was passed unanimously. This resolution summarizes the dreams of young people - the search for ego. It urges us to " hold fast to our dreams " and to " dedicate ourselves to an impractical quest, the determination to seek a newer world. " In this spirit, we hope that all Youth Forum delegates have pledged themselves to the exploration of inner space, not through the use of drugs, but through the sincerity of their own ego. To find the " newer world," we must first discover ourselves.

MARTY ROSS
Susquehanna Twp. Senior High School

GAPS IN THE EDUCATIONAL SYSTEM

The first resolution, dealing with optional specialization beginning in the tenth or eleventh grade and allowing the students to schedule two or three courses a year relating to their chosen professions, was passed sixty-one to twenty-nine percent. In this manner a student would receive a broad educational background and also a more specialized education in preparation for a future career.

Within our educational system, there is much controversy over the best method to evaluate a student's knowledge. However, almost four-fifths of the Youth Forum participants felt that grading should be left to the discretion of the individual school districts.

The third resolution, dealing with a student union independent of all school administrative control with the authority to establish and define its own position and to carry out collective bargaining with the school district, was defeated eighty to twenty percent, not because the students thought it was a bad idea, but because we know that the system would make the union ineffective.

The same principle applies to the fourth resolution. Again, the creation of student courts composed of students assigned to handle all matters of discipline, judgement, and punishment was defeated eighty-three to seventeen percent.

The fifth resolution, dealing with minority affairs, was passed ninety-four to six percent. Students want courses concerned with minority affairs integrated into their history courses to provide a better understanding of the situations existing in our world today. Minority groups are vital parts of our nation today and their story cannot be divorced from the story of the American past.

Re-evaluation of the classroom situation was the next statement discussed. Since the learning experience is wholly contained in the mechanics of classwork, today's student sees little real contact between his education and the real world. But students feel that with outside speakers and the extensive use of field trips, this attitude can be changed significantly.

The seventh resolution dealt with teacher's salaries. Seventy-seven percent of the students felt that current salary offers were not sufficient. Too many qualified instructors must forsake their dedication due to financial problems. Therefore, the Youth Forum resolves that school districts and administrations must eliminate bureaucratic wastes. use funds where they are most needed, cut down on expenses in whatever manner possible. Eighty-six percent of the students agreed; fourteen percent disagreed.

The final statement proposed a bridge over the gap between administrators and students. Through the school guidance department, acting as a liaison, it was believed that tranquility and understanding could become a reality in our schools. Only half of the students felt that the guidance department would not have any effect. These students want a direct voice with the administration.

The general attitude of the day was this - the ideas are great, but we know they won't work. We're tired of trying. But then again, perhaps we students are just the unfortunate products of inbred apathy.

BARBARA CAREY
Camp Hill High School

GAPS BETWEEN GROUPS

The topic area " Gaps Between Groups " is a new addition this year because the cabinet felt that there are gaps between groups of people other than the one between races. However, many of the prejudices and misunderstandings between these groups of people are similar to those between the races.

The gap which perhaps served as the source of our theme " Bridging Gaps " is, of course, the generation gap. The statement which was prepared about this problem included three major solutions. First, that greater recognition must be made. Second, that the older generation attempt to become more open-minded, and that both adults and teens become more honest with each other. Teens felt that these solutions were not adequate enough, and therefore, fifty-four percent voted that they could not accept the proposal. Strongly indicating that perhaps this gap has been stretched out of proportion, many teens expressed the idea that it would be easier for youth to change their attitudes than for adults. However, only after both sides recognize that parents' wisdom and conservatism teamed with youth's initiative and liberalism could make an undefeatable coalition, will the war between the generations cease.

The second gap is that involving the misunderstanding between adherents of different religious groups. A proposal to lay groundwork for and eventually establish a worldwide church was poorly received. Only fourteen percent liked the idea. Some doubted the presence of discrimination against certain religious groups, especially by our generation,but most admitted that it is probably overshadowed by racial discrimination. Most agreed that we can help to alleviate the problem by examining our attitudes and influencing businesses to avoid discriminatory practices. In addition, each person should have a firm understanding of all religions, possibly to be taught in school. The worldwide church was termed impractical and impossible if doctrines are involved; therefore the continuation of loosely organized confederations such as the World Council of Churches was suggested.

Three other statements involved the relationship between the rich and the poor. A proposal involving the system of Negative Income Tax, whereby persons living below a certain financial line would receive income from the government,was defeated, but only by a narrow margin of fifty-three to forty-seven percent. Some expressed the fear that personal initiative would be lost. However, the major criticism arose from the increased involvement of government and the threat of socialism. Nearly in answer to this, the fourth statement called for private industry to accept their responsibility to eliminate poverty in cooperation wtih the government. However, only forty-five percent were completely satisfied with this idea. Most agreed that they should aid in training and employing the underpriveleged but not directly contribute money. Amendments called for more stress on federal involvement and the use of business as a " helping hand." Most, although a small majority, felt that business was not obligated to help.

The fifth proposal concerned the reduction of the number of broken families by providing for stricter divorce laws and more severe consequences for desertion. Seventy-two percent voted against the proposal. The most prevalent alternates were stricter marriage laws or trial marriages, and the teens concluded that they would not markedly help the situation. Some felt that stricter divorce laws could cause a decrease in marriages and possibly more illegitimacy. Only the provision for more severe consequences in cases of desertion was favored.

The gaps between urban, rural,and suburban areas called for government and industry to become actively involved in efforts to improve cities and agricultural areas, the purpose being to curtail the migration to

the suburbs. Forty-seven percent were for the statement; however, those against felt that either the government could not or should not be involved or that the migration should not be curtailed.

The statement calling for the bridging of the gap between citizens and police found favor with seventy-one percent of the teens. They termed it an important problem and felt that an improvement of police image could be achieved through education and by having law officers take a more active part in the community. Teens also expressed the need to attract more people to police work by increasing salaries.

The final resolution was also favored, by seventy-eight percent. It called for greater recognition of the hippie element as a powerful and not completely detrimental force. Cautioning America not to confuse the true hippie with the " hippie hypocrite " who can neither define his beliefs nor is sincere in his actions, teens summed it up this way:

> The ideals of the true hippie are representative of the idealistic and hopeful teen, and this idealism should be recognized.

This is how the teenagers who met at Trinity High School viewed the Gaps Between Groups. Most took conservative views, not unlike those which they attributed to parents. Perhaps our study has revealed that the gaps are not so great, but more important, that teens do have ideas - and constructive ones - to bridge them.

DEBRA K. WALLET
Cumberland Valley High School

THE GAP BETWEEN THE INDIVIDUAL AND HIS GOVERNMENT

Today, the average American citizen feels uncomfortable and unfamiliar before the sprawling modern state. There is, in a very real sense, a great gap between the individual and his government. Unless this gap is closed, American democracy cannot long survive.

The Youth Forum considered and proposed eight resolutions for closing this gap. First considered is the oldest and most obvious obstacle between the individual and his government - that of the Electoral College. Reform of the electoral system is urgently needed. To quote the resolution:" With the advent of a third party in the election of 1968, the possibility of a House-chosen President or one that won by electoral, instead of popular votes, became a distinct threat. In this age of great national commitment, a powerful President requires the support of the nation's people. This support would be better achieved if the President was truly elected by the people instead of a group of unpredictable electors."

The youth voted ninety-six percent in favor of the resolution, calling for the direct popular election of the President.

Closely related to electoral reform is the voting age question. Eighty-two percent of the forum members voted in favor of lowering the voting age in this state to eighteen. The Forum feels that, as the knowledge and sophistication of the younger generation increases and as society places more and more demands upon its young, American youth should be given a voice in the election of their leaders.

The Forum also examined the federal government's spending on national defense. According to the resolution considered by the Forum, the large amounts of money spent on military programs not only used up money needed desperately for social programs, but also made the government seem increasingly militaristic, cold, and distant from the people. The resolution called for significant reduction in defense spending, increased money to social programs, and a lessening of military influence in the government.

The statement passed by a small margin, with only fifty-five percent of the Forum in favor. In addition, many teens thought that, though military spending should be reduced, it should be cut gradually.

In recent years, several cases have come to the attention of the public concerning alleged unethical behavior on the part of several members of Congress. Even though members have been censured, investigated, tried, and dismissed, no in-depth investigations have been conducted into Congressional ethics. The proposed resolution called for a notarized resume of all sources of income, financial assets, and expenses. The Forum rejected this personal investigation because it felt that if a Congressman was not representing the interests of the people, they could vote him out of office.

Two resolutions which the Forum overwhelmingly rejected concerned selective conscientious objection and uniform laws.

The proposal on conscientious objection said that draft age men should be allowed to oppose a particular war with the same rights as a man opposed to all war. It was voted down by seventy-eight percent of the teens discussing it.

The second resolution called for a uniform code of legal rights, criminal procedure, etc. to be established across the country. It was defeated by seventy-eight percent of the Forum.

The Youth Forum also considered the touchy question of the individual's right to dissent. Many dissatisfied citizens believe that progress can come only when illegal, violent methods are used. Relative success by dissident elements overthrowing unfair laws via civil disturbance has convinced others to emulate such action. The right to dissent does not infringe on the rights of others. The Youth Forum recommends, for prevention of illegal acts associa-

ted with dissent, the organization and establishment of an arbitration board, empowered to hear the position of both sides of the dispute, in order to facilitate the understanding of the problem and to offer possible settlement within the framework of our democratic process. Fifty-eight percent of the students were in favor of the resolution, with forty-two percent against it. The question of power for the arbitration board was the main point of disagreement for the dissenting opinion.

The Forum then examined the question of student protest and government reaction. All across the nation, violent protest has taken its place among college activities. Although in most cases only a minority of a college's students are involved, the resulting disorders have disrupted classes closed schools and endangered college personnel. In order to maintain an educational environment in this nation's institutes of higher learning, the government should adopt a strict policy towards students taking part in violent demonstrations. Efforts should be made to alleviate the current student-administration gap. Students should be given more authority, including representation on the Board of Regents (or any similar administrative council), a voice in setting up college curricula and, a voice in the hiring and firing of teachers and professors. If students refuse to work for change through the means provided, they should simply be asked to leave. Persons agitating for illegal action, as well as militant leaders, should be expelled, arrested, and prosecuted for inciting students to riot. The Forum defined a militant as an individual who would interfere with the rights of others. It was felt that the government should intervene only at the request of the college.

The Youth Forum, then, has carefully considered these eight proposals. It has rejected three. Those it has chosen to adopt, however, are presented in the belief that they can begin to reunite the individual and his government and make far more real the ideal of a democracy.

STEVEN L. BRINSER
Newport High School

REPORT OF HOME LIFE COMMITTEE - TRI-COUNTY

OF THE

WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

Adult Chairman - Mr. William Johnson Teen-age Chairman - Pamela Hurd

The Home Life Committee of the White House Conference on Children and Youth has been working since the onset of the 1970 Conference on various questions and answers to those queries concerning the modern youth in his home; especially relating to the Dauphin-Perry and Cumberland County areas. These three areas offer a wide range of views on the youth of today and how his natural environment either helps or hinders him. During the meetings and discussions held over the past six months the Home Life Committee has been posing situations and questions to a suburban, urban and rural committee; stratification comparisons and many unthought-of solutions have been given. For the purpose of making the final report simplier, we have divided the Home Life Committee into five question areas as follows:

I. The Youth in his Home.

II. The Youth outside of the Home - in the School.

III. The Youth and his Church or religious affiliation.

IV. The Youth, with or without a Community.

V. The Youth and the outside world.

Each of these topic areas has been thoroughly discussed, not only from youth viewpoint, but from the adult standpoint. We have attempted to define, discuss and answer some of the foremost questions that our specific locale poses. During our meetings we have brought opinions from outside sources and from research but mainly our opinions voiced in this report are from personal experiences.

Home Life. Today's society like a kaleidoscope has many sides; it is difficult to find the origin of many of our problems. However, most of us at one time or another have been in a home, a place where we are given standards, where we make our base of exploration. From our homes we can see and experience many different approaches to life. Like the rooms of the house, the school, church, community and the outside world make up the structure that we call home. The various ideas, opportunities and experiences are all returned to, discussed in, and found in our homes.

I. THE YOUTH IN HIS HOME.

There are many ways to divide the challenges posed to each member of a family. Since we are primarily discussing the children and youth of today and how our society can make them better adults, we have chosen to look directly at the problems facing the youth of today in his home. At the beginning of our discussions we drew up a series of discussion points for the home:

1. Brothers and Sisters or the family structure.

The questions that we felt were appropriate to this area dealt with distribution of responsibility, discipline and respect. In most American homes today, the family structure (Specific) is three (3) or more. Because of this fact the families of today have or should have learned to adjust to the time.

Who, when and how much discipline should be given in order to insure a happy but firm home? On this our committee strongly felt that discipline should be administered by the adult (parent) who is in charge when the disciplinary measure is necessary. We felt that if both parents (in the case of a two parent home) administered discipline that the respect of the parents should be equal. The time of discipline, we felt, should be mostly when the act is committed, so that the youth would associate the wrong with the punishment. The amount

of discipline should be varied as to the size of the wrong. We believed that if both parents agree on certain amounts of punishments, which often range into restrictions, that the discipline like praise has its extremes; too much can be cruel, too little, ineffective.

The second and third question we posed in relation to Brothers and Sisters are inter-related; respect and responsibility: Respect not only between the children but also between the parents and the children; responsibilty, as to age, ability and amount. Respect in a home is a two way street; if the respect is lacking, then the responsibilities will also probably suffer. There are so many times when respect is held in question and this should not be, because respect is a part of the home. Also a part of the home is the policy of responsibilities; we felt that age and ability should be a measuring factor as to amount. No reward is necessary for doing those things which make a house more of a home.

2. More than two generations in a home -- is prevalent in at least 50% of the homes in America. The idea of having three generations in a home brings up readjustment for all present, also a new kind of tolerance. We found in our discussions that the generation "in-between" is generally responsible for keeping the chaos at a minimum. We also decided that the oldest generation should not be really included in the decisions not personally affecting that person, because to drag the opinions of 60 years or over into discussions is generally unfair to the youngest concerned.

In conclusion for this division we found it very difficult to point-up or to solve actual problems in every day homes because situations vary so drastically from family to family, but we did find several key words to use or guide for better relationships within the home: Respect, responsibility, fairness and understanding.

II. The Youth outside of the Home - in the School.

Realizing that the youth of today must use his home as a base to further himself, we came to a second point of discussion: Education -- outside of the home. Today many questions can be raised as to where education, private or public begins and ends, whether education is becoming "a baby sitter", why parents and children often disagree on matters concerning education, and the rights of the students.

This area we considered differently perhaps because all of the members of our group were directly involved with educational systems now, as students, parents and teachers. Our discussions led us into various points as to approaches and effective methods of education. (This is dealt with in depth in the Educational Committee report.)

We began our solutions almost without real questions being raised. We have found that one of the greatest gaps in the home, perhaps in the nation, comes from the gap in education. Parents of the present generation were educated on an entirely different standard than what is being used today. We feel that every parent should take time to keep himself educated with his children, to keep himself abreast of modern methods. There are opportunities to do this through current night school programs. However, we felt that many are not being handled in the right way. Many of the course are enrichment programs designed just to add to present knowledge, rather than presenting new material.

Stemming from this gap in education is the question of who is responsible for a child's education. Today, in more and more instances the parents are turning the education over to the school system, many times turning the entire up-bringing of a child over to the public. We believed that organizations such as the PTA and the PTSA, bring the school closer to the home, the ideas of the parents face to face with the teacher and the administrator. Education should be a joint process,

not unlike the making of a pie, if one ingredient is missing, the final result suffers. Often the teacher shys away from interfering in a home situation because he feels it is not his responsibility while the parent does the same for the school. As in the generation gap - a lack of personal communication is evident here. We suggest that there should be a mandatory conference between the parents and teachers in all grades, especially one through six, to insure a better understanding of "Who Does What."

Is education today becoming a six hour "Baby Sitter"? We have found this to be more prevalent in the suburban and urban areas as opposed to the rural. In the city and suburbs more parents work away from the home and sometimes the school turns into an unpaid baby sitter for them. In homes where this happens the children do not get the full benefit of education because they are relying on the school for guidance and instructions that should be given in the home, than for knowledge. Working parents, especially those who are extremely busy, should if possible consult with the school about their true home situations and how the school can help them augment home education.

Several conclusions can be drawn in this area as to where and who does what. It is the parents prime responsibility we feel, to see that the children they have borne, have the best possible education, but that education, like respect in the home, is a two-way street, and that only with parents and school pulling equal loads will a well-rounded education be provided. Over pushing or neglect by a parent puts a strain on the school, causing discipline problems. One of the most primitive areas of the school system today, we felt, is the home-school guidance. This department which should be a liason between the parent, student and teacher is often a great let down. We recommend, wherever possible, individual conferences with the parents at least once while a child is attending a given school.

Finally and perhaps a very recent development, is the rights of students to question. What rights do students have to decide on policies affecting them? On student discipline? Student teacher relationships? All of these become more important to the student as he advances in his education. What right does a student have to dissent? Difficult as it is to answer, we felt that a student, with backing from home, has a right to help make his school better any way he can. If this way is personal dissent on a given matter, then it is his right to defend what he believes.

III. THE YOUTH AND HIS CHURCH OR RELIGIOUS AFFILIATION.

The third step between the youth and his outside world is his religious affiliation, his God and his Church. Many feel that God is dead in today's American society. We felt that with the death of God would come the end of morals, concern for country and for ones self. The Church, as far as many of our youth members were concerned, is losing the younger generation because the church itself is not directed at the youth. The youth of today are no longer forced to attend Church in many cases; therefore, active attendance is choice. We feel that this lack of belief is in the hands of today's church and also the parents. The Church, as a worthwhile institution of guidance, should be desired by the youth - not shunned. Just as in the schools, if the youth helps to "run" the church, it appeals to them more. As far as parents are concerned, their lack of care for God, religion, etc. are merely examples for their children to follow. A parent's responsibility to his children is to take them to church at least before giving them any sort of choice on their own.

The church of today can be a prime factor in bridging gaps within the home, and the world -- if given a fair chance and if it gives those who will be tomorrow's leaders a fair consideration.

IV. THE YOUTH, WITH OR WITHOUT A COMMUNITY.

The final step before a youth reaches the outside life -- is his community. What, we asked, does a community do for a child? Here we had three very different ideas:

1. In the city there are many and varied community organizations to keep "the kids off the street." Today's cities realize more and more that to keep the "lid on the pressure cover" they must keep the young, the militant and the imaginative busy. We felt that the only thing that can be done in today's cities is to increase the programs already in operation, to expand on what is present and to include more people in the present programs.

2. It appears, when we left the city we found that activities in the suburbs are directed too much at the adults of the community rather than the youth. The only real "activity of the suburbs" is the school. We recommend that more centers be established in the suburbs as youth centers for youth.

3. The third and most neglected area is the rural area despite the closeness of the community. The members of our committee from rural areas felt that the community offered little in the way of divertisement or aid to its children. It appears that if some of the city plans were slowly integrated into these areas, perhaps through churches, that the youth would be more apt to return to his "home" or to settle down there.

V. THE YOUTH AND THE OUTSIDE WORLD.

The outside world, that magic place that everyone yearns for, yet few really find, is it cold, hard, or warm and friendly? We felt that there are four basic rules that can lead or create success for anyone seeking a future "away from home."

1. Learn to accept that which is given with gratitude. Learn to accept those who come with open helping arms.

2. Never refuse to give or take guidance. There is always someone who will be able to point a stranger in the right direction.

3. Never stop learning. There is someone, somewhere who is smarter than you.

4. Be to others what you would want them to be to you.

There are no questions or answers to the problems of the every day real world, primarily because it is constantly changing.

In conclusion I would like to say that the only drawback I felt that our committee had was lack of adult attendance or support. As my final question, I am wondering if today's adults are afraid to face their society or help to better it?

Respectfully submitted,

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Teenage Chairman

Governor's Council on Children & Youth

REPORT OF THE TRI-COUNTY

COMMITTEE ON EDUCATION

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The nature and consequences of two problem areas embody what is afflicting the potential of the American public school for projecting a meaningful education to young people. By investigating these problem areas, it is possible to present relevant solutions for the correction of the dilemmas which are hindering the education of America's youth.

The philosophy of education operating within the public school at the present time seems to be misdirected and outmoded. The origin of this philosophy is complex, but often leads back to the influence of the local community or society at large upon the public school.

Usually the local community elects a board of school directors to determine the policy and operation of the school system, but the board invariably reflects the attitudes of the public concerning education. The prevailing concepts in the community of what education is for, what it should do and how learning should be accomplished are all incorporated in the school board. Thus, the pre-eminent influence of the local community upon the school evokes the first "problem area" in public education: Its essentially archaic and authoritarian philosophy and the subsequent actions taken in accordance with that philosophy.

The current philosophy may be examined and demonstrated in four fundamental articles of that philosophic faith:

(1) The public school as a reflection of local community values and norms;

(2) Public school education as limited to purely academic learning;

(3) The position of the student as one of "passive learner," not active inquirer;

(4) The position of many teachers or faculty members as one of "disperser of knowledge," not participant in the knowledge-gathering process.

The first proposition of the present philosophy of education provides that the public school system should reflect local community attitudes, norms, and values. Because the public school often is a reflection of the local community, the school sometimes operates under and transmits to students the values of society at large. This mind-set is usually that of white middle-class America, whether the school be situated in a black or white community. When referring to a middle class mind-set, we speak in terms of the importance placed on achieving success as characterized by a good job, a good home, a nice family and material comfort. Resistance to social change is one more significant factor.

Fundamentally, it is the creation of thousands of people with an aversion to personal involvement, and, occasionally, an insensitivity to human suffering. Thus, the instilling of a middle class mind-set upon students, and the concept of the public school as reflecting local community values and norms is the first problematic sphere of the current educational philosophy.

The second tenet of the prevailing philosophy is that of public education being limited to purely academic learning. By academic learning, it is meant that the only type of learning embodied and deemed worthwhile in the public school is learning through conscious thought or study.

But, as countless educators have asserted, learning occurs on two levels: The cognitive and the affective. Affective learning is described as learning via personal emotional involvement in the condition, through the senses or by personal experience. The singular type of education incorporated in the public school, however, is purely academic learning. Affective learning, in most instances, is excluded.

The nature of purely academic learning in the schools is essentially the memorization of facts or items and their give-back for a test or examination. Students, through their entire formal education, almost exclusively perform this action. They are conditioned by memorization to make a particular response.

As the Russian psychologist Pavlov said, when a certain conditioned response is not practiced or repeated, loss of that response occurs. It is not surprising, then, that public school students, after a test, experience frequent forgetting of memorized material, thus unable to give the desired response. They have been conditioned only temporarily. This is the nature of purely academic learning.

Affective learning through emotional involvement is passed over. Education for the student is not personally engaging and does not involve the individual on a "gut" level. The result of this is indifference to learning, occasionally the destruction of the student's desire to learn.

Purely academic learning does not allow for the reaching out of a child's natural curiosity or the expanding of his personal creativity. There is no time for such matters because there are too many facts to memorize. Consequently, curiosity, creativity and the desire for further learning often are not nourished, sometimes eventually suppressed by purely academic learning.

The second adverse effect of academic learning is the failure to develop the power of analysis or the capacity for critical thinking. Because constant memorization of facts is required, students have no opportunity to examine ideas. Students are very capable of absoring information, but they are almost totally unable to integrate concepts. This we have termed the power of analysis.

Students have great difficulty in seeing relationships between various items such as historical events and associating them with other items such as contemporary social events or movements, the problems of urbanization, cultural conflict, etc. Thus, the second adverse effect of purely academic learning is failure to develop the ability to integrate concepts and failure to develop the power of analysis.

The third adverse effect produced by purely academic learning is the exclusion of education relevant to society or social change. Academic learning is confined to acquiring academic knowledge, not practical education. It is not concerned with the study of what is actually happening in society or the physical environment. Instead of learning <u>when</u> things happen, why not learn <u>why</u> things happen? There is a de-emphasis on courses in the social sciences such as psychology, sociology, anthropology, political science, human development, communications, social interaction, etc.

This de-emphasis, however, serves to continue the ignorance and apathy of students about the workings of society. The exclusion of socially relevant education also serves to intensify the deterioration stated in categories one and two because it does not affect students personally and does not strike a sensitve nerve.

The fourth category of adverse effects of academic learning is the development of a marking system projecting "grades" as a desired end in themselves, or as the substance of education.

Because public education is not affective, personally engaging or motivating, some extrinsic motivator for achievement is needed: grades, or more precisely, the threat of poor grades.

Unfortunately, however, these grades evolve around a desired end in themselves. The "A" or good mark become the thing to attain. Grades become the substance of, or substitute for, education. The motivation in the public school is not toward knowledge and learning, but toward achieving acceptable grades.

The third proposition of the existing philosophy of education is the position of the student as one of passive "learner" rather than active inquirer. The student is portrayed as one who sits attentively absorbing or assimilating the items of wisdom which emanate from the instructor. The student maintains a passive-receptor posture, seldom participating in the gathering or dispersing of knowledge.

The student often is merely the subject of the educational process. This may be elucidated by saying that in the public school, students are put through courses, not courses through students. The educational process acts upon the student, not the student upon the educational process.

As a consequence, the student is viewed as one who receives policy, not makes it. The student is allowed no power to govern himself while in school. He is not given the authority to make, review or change behavioral codes which he must follow. The student is permitted no power to shape his own educational destiny. He is given no

hand in developing the curriculum or course of study which he is obliged to learn. He is not able to determine the manner in which a subject matter is presented (e.g., seminar instead of lecture).

In summary, then, the authority of the faculty and administration over the student and his education is nearly absolute. For all intents and purposes, the student is the impotent subject of the administration or faculty rule-enacting and policy-making.

The foremost consequence of the student's passivity is that students develop a non-questioning attitude toward education. Rarely does one find the student actively questioning or criticizing the validity of what is taught. Acceptance is the keynot of student behavior. Such acceptance,of course, is the cornerstone of student non-involvement which destroys personal curiosity and the desire to learn.

An alternate consequence of the student's passive role, although much more infrequently demonstrated, is student rebellion. Some students will not accept the position of passive "learner." They are intrinsically active inquirers and will not tolerate restriction upon their freedom to act, to explore and to uncover the value or non-value of their education. Revolt is often their only out, and the means they choose to take.

The final rubric of the current philosophic faith is the position of the teacher as one of "disperser of knowledge," not as participant in the knowledge-gathering process.

This concept of the teacher makes him the detached figure of authority who seldom relates to the student in a personal way. The teacher does not learn with the student, or make an appearance of uniting with the student in knowledge-gathering. Moreover, as simply a "disperser," many teachers in public schools fail to, or are miserably deficient in, communicating the subject matter.

Student education is hindered by the teacher who acts as a detached figure, and many times learning does not occur at all because the teacher does not speak to the student in a personal way.

The second prominent "problem area" in public school education is the over-population of the schools and the subsequent need for mass education.

In terms of physical facilities, the over-population of the public school produces lack of classroom space and over-crowded classroom space and standardization of classrooms with little color differentiation and few different types of geometric shapes in classrooms.

But the pre-eminent effect of over-population is the necessity for mass education of students. Adverse consequences of mass education occur when subjects must be taught to a wide range of student abilities at one time and when individual differences among students are discouraged.

It will be readily acknowledged that public schools are grossly over-populated. A system of mass education has been initiated to educate these large numbers of students.

Subjects must be taught to a wide range of student abilities at once, especially in elementary school. Students all work at a predetermined "average" rate. Since all students are not similar in intellectual ability, some students are pressured into achieving at a too-great rate and others are held back from achieving their learning potential. The system of mass education inevitably victimizes many students.

The second consequence of mass education is the discouragement of individual differences among students. Because there are so many

students, little personal contact can be made between teacher and student. The student is made to develop on an impersonal basis, to combine the needs and desires of the majority of his fellows--in other words, to be the same. Individual differences are not given an opportunity to grow.

The obvious result of this discouragement of individual differences is conformity and mediocrity of student behavior, accomplishment and thought. This discouragement of individual differences is tantamount to diminishing the personal humanity of each student.

It also is apparent that in a mass education system, students emerge from high school prepared to perpetuate through their sameness, the dificiencies of the existing American order: insensitivity to social injustice, ignorance and intolerance of different cultural groups and ethnic minorities, and a general apathetic attitude toward human affairs and the establishment of peace among men.

It shall be contended here that there are only two real solutions to the massive problems in education. The first requires an attitudianal change on the part of local communities, and the second real solution simply requires the institution of imaginative or open-minded school directors.

As only a committee of study and investigation, we can do nothing to enact or expedite the acceptance of these two solutions. We realize that it is highly improbable that either of the two conditions will be actualized. We are fully aware, as the reader must be fully aware, that our recommendations are only idyllic ramblings and babblings if neither of the above two conditions comes to pass for a meaningful education for young people of 1969.

There is not much that can be done to prevent the over-population of public schools except to recommend the erection of more schools. With the construction of new schools, however, a number of ideas should be communicated.

The physical facilities should be made conducive to learning with open space and partitions to close off that space when desired. In this way, teachers can change the size of classrooms to suit their purposes.

Classrooms without moveable walls also can be made conducive to learning by the imaginative use of color and the addition of different geometric shapes.

We propose the introduction of the ungraded school system. Youngsters, especially elementary aged, must be allowed to progress at their own rate. They must not be required to attend first grade on up to 12th and achieve at a pre-determined rate. The present graded school produces pressure and psychological tension upon the slow learner and stifles the youngster with precocious learning ability.

Teachers should be compelled to stay abreast of new developments in their fields and take periodic examinations to evince minimum knowledge and should not have required material to cover. The seminar style classroom should replace the present lecture format. Student evaluation of teachers should be enacted where a central agency composed of students, faculty and administration would compile the results of the evaluations and bring subsequent pressure to bear upon those not meeting minimum standards of proficiency.

The public school should be an institution of academic freedom and free inquiry. It should not have to embody the intolerances and prejudices of the local community toward cultural differences. The

public school should, in fact, welcome a diversification of ideas and life styles. It must be recognized above all that only as an autonomous institution can the public school thrive in excellence instead of wither in mediocrity.

The second province of unlimited liability for the public school is its insistence on purely academic learning with the exclusion of affective education.

Essentially, public education must make a thunderous shift from the cognitive to the affective, or emphasize learning through personal emotional involvement. Education must become stimulating, exciting, an adventure and a pleasure for students. In more precise language, education must combine learning through the senses and learning by experience.

To attack the ponderous difficulties of education and to embody affective learning, one begins at the beginning--with youngsters of elementary school age.

Children now enter first grade with a wonder about their world and about themselves. Yet they must remain quietly behind desks, either listening to the teacher, reciting alphabet letters, or performing a non-exploratory action. In school, children are not permitted to be curious about what is often the only curious part of their classrooms--other children.

If the innate curiosity of children is to be nurtured and allowed to flourish, children must be permitted contact with each other. The perceptive teacher can take advantage of this to start the entire group of children thinking about the human animal. Questions of who am I, why am I different from John or Jane can often prime dialogue between the sexes.

Feeding, then, the inherent curiosity of youngsters about themselves while at the same time teaching them vital basic principles, it is time to enrich children's wonder about the world around them.

Observing natural phenomena--the sun, the moon, the earch, wind, weather, seasons, animals, plant life--and expressing reactions to these phenomena (verbally or in writing) should be a part of every school day. In this way, the exploratory behavior of children can be fortified, and creative expression among children begun.

Then creative impulse of youngsters can be further nourished by having children work with reed, clay, paint or other materials to make things. A sensitivity of touch and feel should develop. Of paramount importance is that the teacher should encourage individual expression and not stereotype some youngster's creative form (whatever it may be) as less desirable than another.

Realizing that these opening suggestions are theoretical, an outline of a more concrete educational plan follows.

Because the learning which is most meaningful and enduring is affective or personally engaging, we recommend the traditional modes of learning mainly through memorization be discarded. The replacement should be a course of study that evokes an emotional reaction from students and that is individually involving. What else but to give youngsters contact with "greatness" in any form?

Writing is necessary to elementary education. After developing basic skills, though, writing should not be the drudgery of copying stories and repeating drills. Why not organize a Pulitzer Prize contest? Categories of awards could be essay, poetry, one-act play, short story and novelette. Children could be given the entire school year to produce and to turn their masterpieces. The work should then be judged

and "Pulitzer Prizes" awarded to the best work in each category. The pride in winning such a prize is a learning experience few youngsters forget and writing becomes a venture into greatness.

And what about learning American history? Memorizing dates and events from a textbook is a dreary exercise at best. Why not begin a Parade of Presidents to learn history?

Assign each youngster the task of gathering information about a particular American President, his era and his accomplishments. Then have the youngsters give a "State of the Union" address to the entire class, assembled as a "Joint Session of Congress" while impersonating that President. The wealth of knowledge about American history both gathered and dispersed will be immense.

As a last point of order, the incessant drawing of red houses and painting of blue skies is a very dull way to learn art. Why not arrange a Renoir Room or a Van Gogh Gallery? Set aside the classroom furniture and plaster the walls with inexpensive prints of Renoir or Van Gogh (or any artist) paintings. The dazzling color of these artists will stimulate every student to examine and inquire about the art work.

With curiosity astir, organize groups of youngsters to study and investigate the paintings (through library resources), or simply to express what they think the artist is saying. Have the groups actually conduct tours through their Renoir Room and present brief lectures to younger children or adult audiences. Youngsters can easily learn about art and become enamored to it.

The idea of giving youngsters contact with "greatness" to inspire learning is vastly effective. Curiosity, creativity and the desire to learn must be protected and nourished if any education at all can occur in later years.

Proceeding to the arena of education for older students, we continue with the same frame of reference--providing learning that is emotionally and personally involving.

Discussion and exchange of ideas should be the essence of education for older students so they can learn to integrate concepts and develop the power of analysis. This constant flow of ideas can be from subjects of literature (plays and poetry), philosophy, history or science. Above all, though, the ideas must pertain to the students.

A second recommendation is the increase of courses relevant to society and social change. Students of 1969 require knowledge about themselves and the ways they relate to each other. Immediate inclusion of high school courses in psychology, sociology, anthropology, political science, human development, communications, social interaction, etc. is called for. The desired outcome would be a greater sensitivity and understanding of such essential matters as urbanization and the decay in our cities, inter-ethnic conflict, the processes of government and the avenues open or not open for social reform.

Turning to a more imaginative sphere of educational suggestion, we shall discuss what has been termed experiential (by experience) learning for older students.

The pre-eminent suggestion here is that the public school is, and will continue to be, inadequate without the inclusion of a cooperative job or co-operative learning program.

The May 16th issue of Life magazine details the cooperative education now underway in a Philadelphia school (called the Parkway Program). Students work in and explore their community and natural environment. Their schoolroom is the city of Philadelphia, and they learn by experience.

For the public school, cooperative education should be initiated to supplement classroom learning. An abundance of community resources are literally waiting to be used. Government, social welfare agencies and professional businesses almost always welcome inquiring students. The concept of learning as confined to the school building is left over from another age and is unacceptable for relating a meaningful education to young people of 1969.

If affective learning (especially cooperative education) is not put into effect within the public school, our alternate suggestions for diminishing the passivity of the student may be grouped under one heading: An increase in students' freedom of movement.

Students should learn in a relaxed atmosphere. This means that the necessity for coming at bells, going at bells, moving only when told, and stopping when directed should be abolished. Specific recommendations are:

(1) Students should have mobility during free periods or study halls. A proper and natural extension of this idea would be the construction of a student lounge roughly corresponding to the present faculty lounge;

(2) Students in all public schools should have open lunch periods and not be compelled to stay on school grounds during lunch;

(3) Students should be permitted to leave school after their last class of the day. Remaining for study halls or activity periods should be "elective";

(4) A year-round functional school system should be created which gives students the chance to attend summer sessions and earn credits for early graduation if they so desire.

This terminates the proposals for alleviating and eliminating the passive role of the student in the public school. If effective learning is adopted, most of the preceding suggestions will be superfluous. These are the <u>real</u> solutions.

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